DOCUMENT RESUME

ED 400 942 PS 024 559

AUTHOR	Signer, Sheila M., Ed.; And Others
TITLE	Program for Infant/Toddler Caregivers. Trainer's Manual, Module IV: Culture, Family, and Providers.
INSTITUTION	California State Dept. of Education, Sacramento.; Far West Lab. for Educational Research and Development, Berkeley, Calif.
REPORT NO	ISBN-0-8011-1109-9
PUB DATE	95
NOTE	159p.; For related document and guides, see ED 309 852, ED 321 869-872, and PS 024 560-561; For Trainer's manual, modules I-IV, see ED 367 487-488 and PS 024 558-559.
AVAILABLE FROM	Bureau of Publications, Sales Unit, California Department of Education, P.O. Box 271, Sacramento, CA 95812-0271, telephone: 916-445-1260 ($20, plus sales tax for California residents).
PUB TYPE	Guides - Classroom Use - Teaching Guides (For Teacher) (052)
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	*Caregiver Role; Child Caregivers; Cultural Awareness; Cultural Influences; *Culturally Relevant Education; *Day Care; Day Care Centers; Early Childhood Education; Family Day Care; Family Involvement; *Infants; Parent Participation; Parent School Relationship; Parent Teacher Cooperation; Separation Anxiety; *Teacher Education; Teacher Education Programs; Teaching Guides; *Toddlers; Trainers; Videotape Cassettes
IDENTIFIERS	Cultural Sensitivity; Program for Infant Toddler Caregivers CA

ABSTRACT

This trainer's manual covers module IV of the Program for Infant/Toddler Caregivers (PITC), a four-module video training course for providers of family and center day care. The manual is intended to be used by module instructors and includes an overview of the PITC and instructions for using the manual and its accompanying videos. The module contains 14 lessons designed to be covered in one- to three-hour sessions. The first section, "Creating Positive Caregiver-Parent Relationships," contains lessons on: (1) Establishing Partnerships with Parents, (2) Involving Families, (3) Conducting Business with Parents, (4) Listening and Responding to Families' Needs, (5) Helping Parents Deal with Separation, and (6) Handling Difficult Issues. The second section, "Providing Culturally Sensitive Care," contains lessons: (7) Becoming Aware of Cultural Issues, (8) Essential Connections, Part I, (9) Essential Connections, Part II, (10) Supporting Culturally Diverse Families, (11) Culture, Development, and Learning, (12) Routines and Culture, (13) Acknowledge, Ask, Adapt, and (14) Staff Relations. Suggested reading on cultural sensitivity, an outline of the video for this module, and pricing and ordering information for all four PITC modules are also included. (EV)

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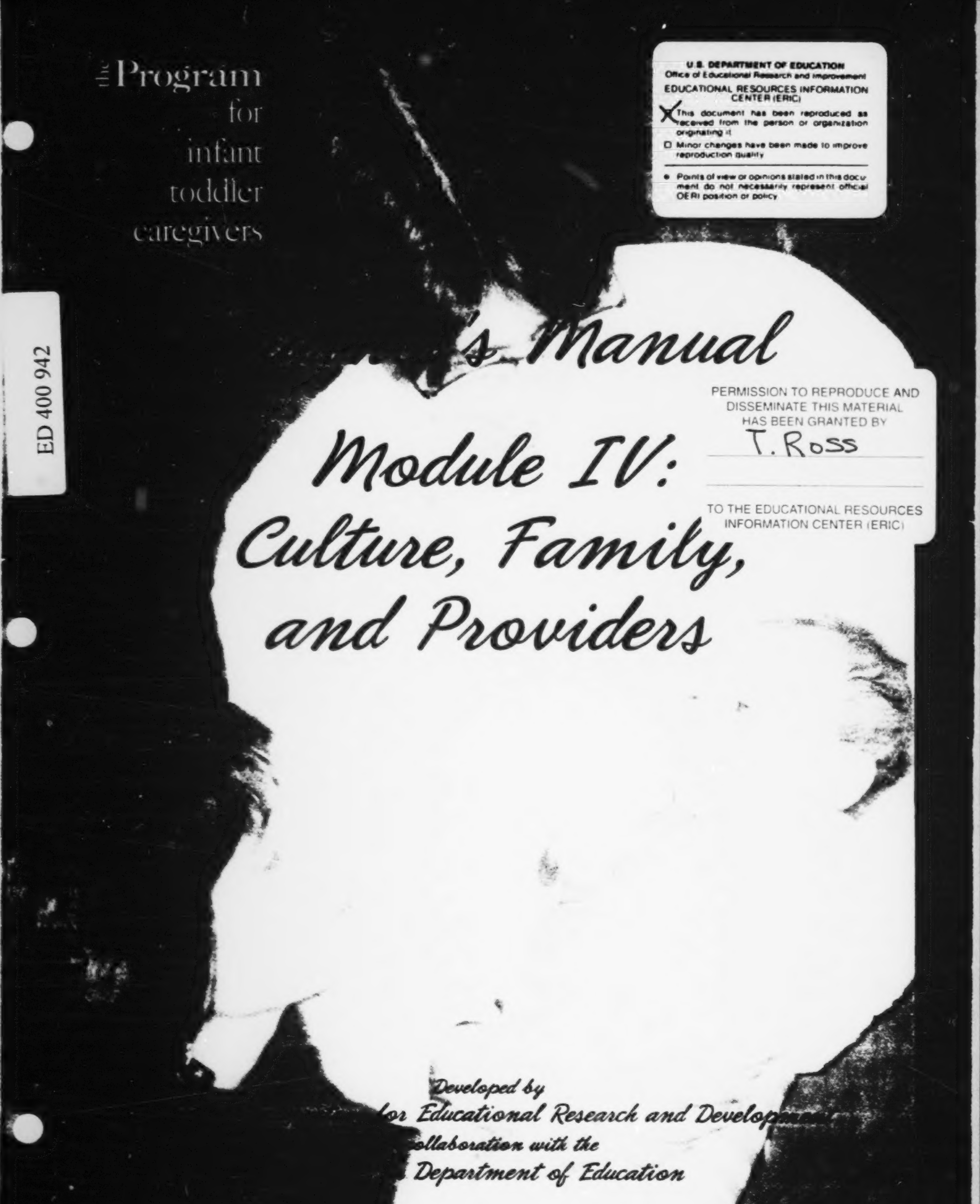

's Manual

Module IV: Culture, Family, and Providers

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Publishing Information

The Program for Infant/Toddler Caregivers' *Trainer's Manual, Module IV: Culture, Family, and Providers* was developed by the Center for Child and Family Studies, Far West Laboratory for Educational Research and Development. (See the Acknowledgments on page iv for the names of those who made significant contributions to the document.)

The document was edited for publishing by Sheila M. Signer and Sylvia Stein Wright in cooperation with Peter L. Mangione and Shannon C. Kilkenny. Janet Poole, Administrator, and Mary Smithberger, Consultant, Child Development Division, California Department of Education, reviewed and made recommendations on the content of this document. Sheila Signer and Kathleen Bertolucci managed the design and production.

This trainer's manual was prepared for publication by Far West Laboratory. It was distributed by the California Department of Education, 721 Capitol Mall, Sacramento, California (mailing address: P.O. Box 944272, Sacramento, CA 94244-2720), under the provisions of the Library Distribution Act and Government Code Section 11096.

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ISBN 0-8011-1109-9

Ordering Information

Copies of this publication are available for $20.00 each, plus sales tax for California residents, from the Bureau of Publications, Sales Unit, California Department of Education, P.O. Box 271, Sacramento, CA 95802-0271 (phone: 916-445-1260).

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Module IV:
Culture, Family, and Providers
Materials Needed

**In order to use this manual effectively,
you will need the following materials:**

Print

Infant/Toddler Caregiving: A Guide to Culturally Sensitive Care

Infant/Toddler Caregiving: A Guide to Creating Partnerships with Parents

Visions for Infant/Toddler Care: Guidelines for Professional Caregiving

Infant/Toddler Caregiving: An Annotated Guide to Media Training Materials

Video magazine for every participant

Video

Essential Connections:
Ten Keys to Culturally Sensitive Child Care

Preface

The Program for Infant/Toddler Caregivers began at Far West Laboratory (FWL) in 1986, prompted by concerns at the California Department of Education's Child Development Division (CDD) about the quality of available infant care. At that time, more than 50% of mothers with children under three years old were working outside the home, and the number of people trained to provide high-quality child care did not begin to meet the demand. To meet this need, FWL and CDD joined to develop a comprehensive training system for providers of care to infants and toddlers in both family child care and center programs. An assessment of training needs among child care providers and a review of existing materials for teachers and trainers led to the selection of video as the centerpiece for the Program for Infant/Toddler Caregivers' training system. In order to reach as many child care providers as possible, the videos are created in Spanish and Chinese (Cantonese) as well as in English. The videos are complemented by video magazines, caregiver guides, trainer's manuals, and various other written materials.

A major component of the training system is a series of trainer-of-trainer institutes conducted by FWL and CDD four times a year in California and at various times in other states throughout the nation. The vision guiding the Program's products and training system is that of providing quality care that meets infants' needs for warm, supportive relationships in an intimate setting. Designed specifically for professional caregivers of children under the age of three, the videos, print materials, and training strategies are based on the latest child development theory, research, and practice. Each product has been created to assist caregivers in both understanding and carrying out day-to-day care (e.g., setting up environments, building relationships with parents and children, facilitating cognitive development, ensuring safety and health). The training materials have also been found to be useful with parents and other professionals.

At present, there are four training modules in the Program for Infant/Toddler Caregivers: Module I: Social-Emotional Growth and Socialization; Module II: Group Care; Module III: Learning and Development; and Module IV: Culture, Family, and Providers. Each training module contains one or more caregiver guides, one or more training videos, and a trainer's manual specifically developed for that module.

Except for the trainer's manuals, every component of the training system can stand alone as a training tool. The trainer's manuals are supplementary to the other Program for Infant/Toddler Caregivers' training materials. They provide suggestions, lesson plans, and additional materials to assist you in using the Program for Infant/Toddler Caregivers' videos, caregiver guides, and other materials in training. The manual you have before you reflects training strategies shown in research and in practice to be effective tools for adult learning. It is a vital organizing link that will help you implement training with the materials of the Program for Infant/Toddler Caregivers.

J. Ronald Lally, Ed.D.
Director
The Program for Infant/Toddler Caregivers
Far West Laboratory for Educational Research and Development

Acknowledgments

This publication was developed by the Center for Child and Family Studies, Far West Laboratory for Educational Research and Development, under the direction of Dr. J. Ronald Lally.

Special thanks go to Donna Lloyd-Kolkin, Alice Nakahata, Kathleen Grey, who played major roles in writing this document; Sheila M. Signer, project manager and principal editor; Peter L. Mangione for additional writing and editing; Kendra Wallace for additional writing; Shannon C. Kilkenny for editorial assistance; Janet Poole and Mary Smithberger, Child Development Division, California Department of Education, for their review and recommendations on content; and Sheila Signer for the photographs. Thanks are also extended to the members of the National and California Advisory Panels for their comments and suggestions. The National Advisory Panel includes T. Berry Brazelton, Laura Dittmann, Richard Fiene, Magda Gerber, Asa Hilliard, Alice Honig, Jeree Pawl, Eleanor Szanton, Yolanda Torres, Bernice Weissbourd, and Donna Wittmer. The California Advisory Panel includes Dorlene Clayton, Dee Cuney, Ronda Garcia, Jacquelyne Jackson, Lee McKay, Pearlene Reese, Maria Ruiz, June Sale, Patty Siegel, Lenore Thompson, and Janet Nielsen.

The Training Modules

Module I: Social-Emotional Growth and Socialization

Print Materials:
Infant/Toddler Caregiving: A Guide to Social-Emotional Growth and Socialization
Module I Trainer's Manual

Videos & Video Magazines:
First Moves: Welcoming a Child to a New Caregiving Setting
Flexible, Fearful, or Feisty: The Different Temperaments of Infants and Toddlers
Getting in Tune: Creating Nurturing Relationships with Infants and Toddlers

Module II: Group Care

Print Materials:
Infant/Toddler Caregiving: A Guide to Routines
Infant/Toddler Caregiving: A Guide to Setting up Environments
Module II Trainer's Manual

Videos & Video Magazines:
It's Not Just Routine: Feeding, Diapering, and Napping Infants and Toddlers
Respectfully Yours: Magda Gerber's Approach to Professional Infant/Toddler Care
Space to Grow: Creating a Child Care Environment for Infants and Toddlers
Together in Care: Meeting the Intimacy Needs of Infants and Toddlers in Groups

Module III: Learning and Development

Print Materials:
Infant/Toddler Caregiving: A Guide to Cognitive Development and Learning
Infant/Toddler Caregiving: A Guide to Language Development and Communication
Module III Trainer's Manual

Videos & Video Magazines:
The Ages of Infancy: Caring for Young, Mobile, and Older Infants
Discoveries of Infancy: Cognitive Development and Learning
Early Messages: Communicating with Infants and Toddlers (working title)

Module IV: Culture, Family, and Providers

Print Materials:
Infant/Toddler Caregiving: A Guide to Culturally Sensitive Care
Infant/Toddler Caregiving: A Guide to Creating Partnerships with Parents
Module IV Trainer's Manual

Videos & Video Magazines:
Essential Connections: Ten Keys to Culturally Sensitive Child Care
Protective Urges: Working with the Feelings of Parents and Caregivers (working title)

Resource Materials:

Visions for Infant/Toddler Care
Infant/Toddler Caregiving: An Annotated Guide to Media Training Materials
Infant/Toddler Program Quality Review Instrument

Using the Manual

The heart of this trainer's manual is a series of lesson plans to help you organize your training efforts related to the Program for Infant/Toddler Caregivers' *Module IV: Culture, Family, and Providers.* The use of the word "parent" in this module, as in *Infant/Toddler Caregiving: A Guide to Creating Partnerships with Parents*, refers to the child's principal adult caregiver(s) in the home. The lessons are organized into two content areas:

- Creating Positive Caregiver-Parent Relationships
- Providing Culturally Sensitive Care

Either of the two content areas may be introduced first, but once an area is selected, it is suggested that you follow the lesson sequence. Each lesson within a section builds on the previous lesson in that section and is based on materials introduced in the section's first lessons.

Because each trainer's setting will differ, the lesson plans should be viewed as a general guide that you can adapt to your own particular needs. Although it is suggested that you follow the lesson sequence, you do not need to follow each lesson to the letter in order to be effective, nor should you simply read the instructions word for word to those you are training.

Each lesson plan addresses material that can be covered in 45 minutes to 3 hours with a group of 10-15 people. These are rough estimates because many variables will influence lesson length, including group size. Lessons have been done with as many as 80 people. Larger groups will take more time, particularly if there are small group activities involved, because more groups will be reporting their discussions to the whole group. If you have less time available than is indicated, it is recommended that you extend the lesson over more than one session. Don't rush.

Prepare for each training session by first reading through the lesson and deciding how you will adapt it to your needs. Think about how many participants you will be training, in what setting, and for how long. For example, if you are training 10 caregivers at a weekly staff meeting and you have about 45 minutes to spend, you can select one lesson, or part of a lesson, for that time period. If the lesson calls for it, you can break the group into smaller groups for certain activities and discuss how the information applies to this particular setting. On the other hand, if you are training 50 caregivers in a full-day session in an auditorium with fixed seating, you will want to combine several lessons and evaluate how well you can implement small group activities. You may need to rely more heavily on lecture and video presentations and use more visual aids.

As you read through each lesson plan, note what kind of materials you will need and what kind of preparation you will be required to do in advance. Video lessons, for example, require you to have a videocassette recorder (VCR) and monitor in good working order and to know how to hook them up. Other lessons may call for an overhead projector and transparencies. Transparencies are particularly helpful if you are working with a large group because they allow you to show the same material to everyone simultaneously. If you do not have access to an overhead projector, you can still teach the lesson by passing out a copy of the handouts to every participant and reviewing the information together.

You will need to duplicate handouts in advance for every lesson. Handouts are important reminders to the participants of the key information presented in the lesson. Have participants use a looseleaf binder to hold their handouts. Participants can easily retain handouts for future reference if holes are punched in advance.

Using the Videos

Video is a powerful training tool, especially in a caregiver training program, because caregivers can view infant behavior and quality caregiving in action. An essential component of learning about how to care for young children is becoming a sensitive observer of them. Videotaped materials can help the viewer become that sensitive observer by providing both visual effects and narration to draw attention to subtleties of infant behavior. To maximize the effectiveness of using video in your training, plan ahead.

Before the Video Lesson

1. Always preview the video and read the video magazine before you use it in a lesson. During the preview, decide which portions you wish to use. Think about whether you want participants to view the entire tape at once or whether you would prefer to stop the video at pre-selected points for discussion. Generally, it is recommended that you show the video in segments, taking time to discuss each section as you go along.

2. Consult the *Annotated Guide to Media Training Materials* for other films, filmstrips, or videos on the topic of your training. Distributors of audiovisual materials often have a free or low-cost preview policy that will allow you to review the video's usefulness to you without incurring a major cost. By referring to these resources, you should be able to acquire a great deal of background knowledge that will allow you to feel confident about leading a discussion on each section of the video, as well as to build more complex lessons by drawing on scenes from other videos, should you desire to do so.

3. Use the video outlines. The last section of this manual contains an outline of each of the videos in this module. Included in the outline are references to the various scenes in the video as well as references to page numbers in the accompanying caregiver guides where you may find an expanded discussion of the topic presented in the video. Reference is also made to videos or guides in the other three modules that may prove useful.

4. Consider whether there are specific points illustrated in the video that you wish to emphasize. If so, you may use the "pause" button on the VCR to stop the action while you conduct this part of the lesson.

5. Plan how you will introduce the video, what kinds of questions you will ask prior to showing the video, and what activities or questions you will use after showing the video to help participants integrate the material they have just viewed.

6. Consider how many people you will be training and the size of monitor(s) you will need so that everyone can see and hear clearly. **Note**: In the Program for Infant/Toddler Caregivers' videos, facial expressions and subtle verbal and non-verbal cues are particularly important components of the training and need to be seen and heard. Ensure that participants sit close to the monitor and that you get a large enough monitor.

7. Check to be sure that the video equipment is in good working order and that you know how to use it.

8. Cue the video to the point in the tape that you plan to show first. To help you find the scenes you wish to use in training sessions, the video outlines at the back of this document give a number that tells, in real time, how far into the tape the scene is (e.g., 9:30, nine and a half minutes). A verbal description of the point in the video is also given. If your VCR counter registers real time, find scenes by resetting the counter to 00 before the video's opening scene (just after the seals). If not, during your preview of the video you may wish to make a note of the counter number on your own VCR corresponding to the scenes you want to show. Unfortunately, no counter number that would apply to every VCR can be given at this time. Until counters are standardized for all VCRs, this will continue to be an inconvenience to trainers.

The Video Lesson

1. Conduct the pre-viewing discussion or activities you have selected to help participants focus on particular points covered in the video.

2. Play the pre-cued video.

3. Stop the video at pre-selected points, if you have previously decided to do so, to emphasize key ideas or discuss what has just been seen.

4. Use the video magazines that summarize each video. These eight- to ten-page pamphlets are excellent handouts and should be given to each participant when a video is first introduced.

   Note: All the major points of the video are presented in the video magazines, so using them makes note taking on basic content unnecessary. This releases participants to pay full attention to the video and to the trainer's or their own reactions to the content.

Following the Video

1. Discuss and answer participants' questions raised by the video.
2. Implement the follow-up activities you have selected.
3. You may choose to replay the video following the discussion or other activities. Viewers often see new points that they previously missed.

Anticipated Outcomes

This manual is intended to assist you in the use of the Program for Infant/Toddler Caregivers' video and print materials. It was written to aid you in creating your training plans. We hope it will not be seen as a set of rules to be rigidly followed. As you become familiar with the training materials, we anticipate that you will create many different lessons combining the video and print materials from this module and the other modules in special ways to suit your needs. These types of creative efforts are encouraged and are seen as essential in keeping your training efforts dynamic and fresh.

I

Creating Positive Caregiver-Parent Relationships

The process of sharing in the care of children during the critical years of infancy and toddlerhood is a highly demanding yet deeply rewarding experience. The rewards are not an accident of fate, but the result of a deliberate effort to contribute to children's growth and well-being through the development of a cordial partnership with each child's family.

The lessons in this section are based on *Infant/Toddler Caregiving: A Guide to Creating Partnerships with Parents* and are guided by a philosophy that recognizes each child, parent, and caregiver as a competent human being whose personal dignity and individual rate of growth and development deserve respect, support, and affirmation. The key concepts of each lesson reflect this philosophy, as do the exercises and mini-lectures contained in the lesson.

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Lesson 1 Establishing Partnerships with Parents

Overview: This lesson challenges participants to articulate their philosophy of infant/toddler care and the caregiver-parent partnership so that they can communicate it to parents. In the lesson, participants are asked to draft and/or revise written materials for parents about their programs. The lesson takes about 3 hours; trainers may wish to break the session into two parts, ending the first after the parent handbook writing assignment has been made.

Philosophy: The quality of care for infants and toddlers in group settings is greatly influenced by the degree to which parents and caregiver see themselves as partners in the care and nurturing of the child. To establish and maintain such a partnership, both the caregiver and the parents need to see themselves as "co-specialists" in the service of the child's health and well-being. This allows them to share each other's special knowledge in order to expand their personal understanding of the child and find ways to meet the child's needs.

As a professional whose role is to offer quality child care, the caregiver is responsible for forging a cordial partnership with the parents of each child in her or his care. This partnership not only enhances the daily experiences of the child, parent, and caregiver, but also provides children with one of their earliest models of a mutually beneficial relationship.

Key Concepts:

- Successful caregiver-parent relationships are anchored in a philosophy of partnership between both parties.

- It is the caregiver's responsibility to clearly articulate this sense of partnership with parents through formal and informal communication, so that both sides know what is expected of them and feel comfortable with the relationship.

- Both written and verbal communication should be used to explain and sustain the partnership between caregiver and parent.

Materials:

Infant/Toddler Caregiving: A Guide to Creating Partnerships with Parents. Have several copies to share with participants.

Handout #1, My Child Care Setting
Transparency/Handout #2, The Parent Handbook
Transparency/Handout #3, Establishing Caregiver-Parent Partnerships
Handout #4, Sample Caregiver-Parent Agreement

Chalkboard/chalk or easel paper/pens

Overhead projector

Paper and pencils for each participant

Time:

3 hours

Preparation:

Read pp. 4-11 and pp. 24-29 in *A Guide to Creating Partnerships with Parents* about caregiver-parent partnerships and communicating with parents.

A few days before the session, ask participants to gather written materials about their program to bring to the training.

Make copies of all handouts for each participant, and make transparencies when called for, if desired.

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Procedure:

Welcome participants and introduce the topic.

1. Welcome participants and explain that today you are going to be discussing a topic that is critical to successful caregiving: establishing partnerships with parents. Ask participants for words to describe how they would ideally like their relationships with parents to be, and write their suggestions on the chalkboard or easel paper. If necessary, you can get the discussion started by suggesting words like "pleasant," "respectful," etc.

Next review the list of words together. Ask participants:

- Is there a common theme to the list of ideas?
- What are the most important things to parents?
- What are the most important things to providers?

Suggest to participants that underlying positive relationships with parents is the philosophy of partnership. In a partnership, both parties have important but distinctly different roles. On the chalkboard or easel paper, make two headings, "parents" and "caregivers." Ask participants to:

- Describe the role for parents and the role for caregivers in a caregiving partnership.

Write their suggestions for roles under each heading.

Emphasize the partnership between caregiver and parent.

2. Explain to participants that a partnership doesn't just happen. It's up to the caregiver to let parents know about the program's philosophy and how a partnership can develop between them. Parents often feel anxiety and ambivalence about enrolling their infants in child care. It will help them to know what to expect and how important a role they play in making child care a positive experience for their children. In order to assist parents, caregivers need to first think through their own philosophy of care, their goals, and their child care practices and then communicate them clearly.

   Sometimes it's difficult to articulate these ideas, much less communicate them. Even in situations where a program's philosophy, goals, and practices have already been articulated in writing, it's useful to review them periodically and make sure they're still true. To help caregivers think through what they need to communicate to parents, ask participants to break into small groups. If several participants are from the same site, they should work together in this exercise.

Pass out Handout #1.

3. Pass out Handout #1, My Child Care Setting, to each participant. Working in small groups, participants should discuss how they would answer each question, and then write down their responses. If several participants work in the same setting, then their answers should be consistent with one another.

Ask participants to compare Handout #1 to written materials about their program.

4. Next ask participants to recall from their experiences the most common concerns of entering parents. Then ask participants to look at any written materials they have with them about their child care program and individually compare what they have written on Handout #1 to these materials. Ask participants to share with the group how well their written materials reflect the reality of their program's philosophy and practice.

   - Do they think that these materials are doing a good job of communicating to parents, or are changes needed?
   - Do the materials address the concerns parents most frequently express?

Review Transparency/ Handout #2.

5. Explain that the two most common forms of written communication with parents are brochures and parent handbooks. Brochures are used to briefly tell prospective parents and others about the child care program. A parent handbook is given to each parent when the child enters the program. It provides parents with a permanent record of what they can expect from the program and what is expected of them.

   Put Transparency #2, The Parent Handbook, on the overhead projector, or pass out Handout #2 to each participant. Briefly review the categories of information that are included in a parent handbook.

   Next tell participants that they will have an opportunity today to create or revise a parent handbook for their program. If their program has a parent handbook with which they are completely satisfied, they may work instead on creating or revising a brochure for their program.

Have participants draft a parent handbook for their program.

   Ask participants to work in small groups or individually. If a few participants are from the same center, they should work together on this task. If several or all of the participants are from the same center and there are too many people to work comfortably on the task, they should be divided into small groups and each group assigned one section of the handbook. If participants are satisfied with their program's handbook and brochure, they should join another group and provide assistance to its members. Allow 20 minutes for this activity.

Pass out paper and pencils, along with copies of *A Guide to Creating Partnerships with Parents*. Direct participants to pp. 25-27 of the *Guide* beginning with "Philosophy of Care" and ending after "Program Organization." Ask participants to read through the description of each section of the parent handbook or review it if they read it before the session. Then, using what they have written on Handout #1, participants should draft each section of the handbook. Tell participants that they are creating initial, draft material. They should concentrate on getting their ideas on paper and not worry about grammar, punctuation, or spelling. There will be plenty of time to polish the document after the training. This draft is for their own use, and they will not be turning it in to you.

Allow about 40 minutes for this activity. Participants can complete the handbook after the training.

Share experiences creating a handbook.

6. Return to the large group, and ask participants to comment on their experiences working on the handbook. In the discussion, cover the following points:

- How difficult was it to communicate their ideas?
- How useful is/would the handbook be for parents? For the program?
- What process should caregivers use to complete the handbook? Who (e.g., center director, representative parents) should review the draft before they finalize it?

Ask them to bring the finished product to share with the group at a later time, if possible.

OPTIONAL: Discuss ways of dealing with inconsistencies between program policies and actual practices.

7. Ask what approach a caregiver might take if working in a center that does not have a clear statement of policies or where stated policies are inconsistent with practices? Discuss the importance of preparing to deal with the issue by gathering accurate information and taking a problem-solving attitude. Ask for other suggestions. Then ask for two volunteers to role play a meeting between a caregiver and a director in which the caregiver brings up a practice inconsistent with stated philosophy (e.g., using large groups for toddler activities although program philosophy advocates small groups). After the role play, ask participants:

- How did the director respond to the issue?
- Was the inconsistency presented clearly?

- What else might the caregiver do to encourage the director to work toward consistency?

Give a mini-lecture using Transparency/ Handout #3.

8. Tell participants that they move through a distinct series of steps in establishing caregiver-parent partnerships. Written materials have an important role to play in this sequence, as they'll see shortly. Put Transparency #3, Establishing Caregiver-Parent Partnerships, on the overhead projector, or pass out Handout #3 to each participant. Give a mini-lecture about each procedure listed on the handout, drawing on pp. 4-9 in *A Guide to Creating Partnerships with Parents.* When you discuss the child's enrollment in the program, pass out Handout #4, Sample Caregiver-Parent Agreement, to participants for their own records. Have participants look it over and tell them the agreement will be discussed again in Lesson 3. Point out that other forms required to be filled out at the time of enrollment are given in the chapter on recordkeeping in Module II's *A Guide to Routines.* These forms provide caregivers with information about the child's development, care at home, medical history, food needs, emergency phone numbers, etc.

Role play and group discussion.

9. Ask for participant volunteers to role play an entry interview, with one person playing the child's main caregiver at home (usually a parent but could also be a grandparent or other family member). Remind the group that the entry interview is not just for the purpose of telling the parent about the program, but also to learn about the family's expectations, preferences, and concerns about the child's care. After the role play, ask the group:

   - What was the tone of this interview?
   - Did the caregiver learn from the parent as well as communicate information?
   - How did this valuable time with the parent set the stage for partnership?

Summarize lesson.

10. Conclude the session by reminding participants that a successful partnership with parents begins with them and the tone they set in communicating about their program. The development of the relationship comes from the parent and caregiver learning to work together over time. Today's training provided the building blocks for this partnership.

Handout #1
My Child Care Setting

My philosophy of infant/toddler care (e.g., the importance of routines as learning experiences, discipline, etc.):

My goals for the children and families in my program:

Important practices in my child care program:

Important policies in my child care program:

Transparency/Handout #2
The Parent Handbook

- Philosophy of care
- Admission and enrollment procedures
- Information about staff members
- Emergency procedures
- Fee policies
- Parent involvement
- Program organization
- Guidance and socialization policies
- Nutrition plan
- Health policies and practices

Transparency/Handout #3
Establishing Caregiver-Parent Partnerships

THE FIRST CONTACT

- The initial interview
- The grand tour

THE ENTRY DECISION

- Addressing special concerns
- Business arrangements
    - Fee arrangements
    - Time responsibilities
- Daily information exchange
- Health policies and emergency planning

Handout #4
Sample Caregiver-Parent Agreement

Welcome to our family child care (or child care center).

The purpose of this contract is to define the mutual terms of agreement for child care arrangements. It is your responsibility to let us know of any changes of address or telephone and emergency numbers. Parents are welcome to visit at any time.

Parent's name: ____________________ Child's name: ____________________

Home address: ____________________ Telephone: ____________________

Daytime/work address: ______________ Telephone: ____________________

Hours and Days of Operation

Child care services will begin on ______________________________ 19___.

The hours for care will begin at ______ and end at ______ on the following days: ______

____

If the child is going to be absent or late, please call in advance.

Child care will not be available on the following holidays: ____________________

____

(Family Child Care Only)

My vacation period will be ____________________. You will be responsible for making other child care arrangements.

I may find it necessary to use the services of a substitute caregiver on occasion. My substitute is: ______________________________

Rates

$ ______ per week for full-time care (7 or more hours).
$ ______ per hour for regular part-time care (less than 4 hours).
$ ______ per hour for drop-in care if space is available.
$ ______ for late fee. This fee will be charged for any time after ______ unless special arrangements have been made.
$ ______ per meal. Parents are required to bring appropriate foods for infants under ____ months old.

Handout #4 (cont'd.)
Sample Caregiver-Parent Agreement

Child care fees are payable in advance and are due no later than ________________. An additional fee of $______ will be charged if the payment is late. Fees may be paid:

Weekly ____________
Bi-Weekly _________
Monthly ___________

Fees will be (will not be) adjusted when services are not available because of illness or vacation by either party.

Food

Meals will be: ___ prepared by the program ___ brought by the parent.

Meals served will be: ___ breakfast ___ lunch ___ snack ___ supper ___ evening snack. Please explain if the child has special dietary needs.

Infants will be fed according to the parent's instructions. Parents must update and notify caregiver of any changes in feeding schedules, formulas, and additional foods. Milk will be furnished for all infants who no longer need a special formula. Breast-fed infants should have an adequate supply of expressed milk in bottles.

Medical Information

Your child is required to have a physical examination: ___ before admission to this program.
___ each year while enrolled.

Please notify the program if your child will be absent because of illness. If your child is home for more than ___ days, you must bring a signed physician's report when returning to the program.

Contagious diseases must be brought to our attention immediately. All families involved will be notified. Medication will be administered only if there is a signed permission form from a licensed physician.

If your child becomes ill during care, you will be asked to pick up your child immediately. If you cannot be reached, I (we) will call one of the emergency numbers you have listed. Your child will be readmitted when symptoms have subsided.

Handout #4 (cont'd.)
Sample Caregiver-Parent Agreement

Clothing

Your child's clothing and other items must be labeled with her or his name and brought in some type of storage bag. Parents will supply at least two complete sets of play clothes, outdoor clothing, and the following:

___ disposable diapers
___ cloth diapers
___ baby wipes
___ training pants
___ bibs
___ plastic pants

Field Trips

We may sometimes take trips away from the child care program to give the children experiences in the larger community. We will need your permission to allow your child to ride in a car or on public buses. You will be notified in advance when trips are being planned.

NOTICE: A two-week written notice is required for any of the following:

1. Termination of the agreement by either party
2. Increases in child care fees
3. Vacation periods for both parents and caregiver

I fully understand and agree to the terms of this contract. This agreement may be renegotiated at any time.

Signed ______________________________ Date ______________________
(Parent)

Signed ______________________________ Date ______________________
(Caregiver)

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Lesson 2 Involving Families

Overview: This lesson considers how participants can encourage families to become involved in their infant or toddler's child care program. Participants examine their own attitudes toward parent involvement, share their experiences, and consider innovative strategies for including families in the child care program.

Philosophy: Parents who are involved in their child care program are more likely to perceive their care provider as a partner in the rearing of their child. It is through a feeling of partnership that parents gain confidence in the child care program and the child's caregiver(s). This feeling of confidence is then sensed by the child, promoting her or his feelings of comfort and security in the child care setting. Effective caregivers welcome parents' involvement in the program and create ways for family members to contribute time and talents.

Key Concepts:

- Getting parents involved in child care programs is not always easy but it is a valuable part of the relationship between parent, child, and child care program.

- To be successful, parent involvement needs to respond to families' needs, and the caregiving setting needs to be "parent-friendly."

- Successful parent involvement programs rely on a variety of strategies that encourage family participation at different levels.

Materials: *Infant/Toddler Caregiving: A Guide to Creating Partnerships with Parents.* Have several copies to share with participants.

Chalkboard/chalk or easel paper/pens

Paper and pencils for every participant

Overhead projector

Transparency/Handout #5, The Different Types of Parent Involvement
Handout #6, Self-Analysis Activity for Caregivers and Program Managers
Handout #7, Sample Letter to New Parents
Transparency/Handout #8, Strategies for Encouraging Parent Involvement
Transparency/Handout #9, Special Parent Involvement Possibilities for Center-Based Programs

A journal or notebook for personal writing for every participant

Time: 2 hours

Preparation: Read pp. 56-65 in the *Guide* about parent involvement.

Make copies of all handouts for each participant, and make transparencies when called for, if desired.

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Procedure:

Report back on assignment.

1. Ask for volunteers to share any parent handbooks that have been completed since the last session or report on other progress in implementing new ideas.

Take a mini-poll about participants' experiences with parent involvement.

2. Tell participants that today you are going to be discussing family involvement in child care programs. Take a mini-poll among the group:

   - How many participants feel their program has been successful at involving families?
   - How many participants would like to see stronger efforts made to involve families in their program?
   - What makes involvement hard for parents?
   - What makes parent involvement hard for caregivers?

   Ask participants who reported a successful parent involvement program to describe what they do and how it works. After each report, ask:

   - What has been the biggest benefit of family involvement to your program? To the children? To the families?
   - What have been the biggest challenges?

Create a chart on the chalkboard or easel paper. Across the top, write "benefits" and "challenges." Down the left side, write "for families," "for providers," and "for children." Write participants' answers in the appropriate box.

Next ask those participants who would like to see stronger efforts made to involve families what the challenges have been to a successful program. List these in the box.

Give a mini-lecture.

3. Drawing on the material on pp. 56-65 of the *Guide*, give a mini-lecture about how a child care program can set the stage for family involvement and help parents feel comfortable.

   Parents frequently have misgivings about becoming involved with their child's program. Read aloud the parents' questions on p. 63. Now ask participants what preparations and steps can be taken before a parent gets involved that would reduce these anxieties. List suggestions (e.g., an orientation before volunteering in the infant/toddler room).

Review Transparency/ Handout #5.

4. Put Transparency #5, The Different Types of Parent Involvement, on the overhead projector, or pass out Handout #5 to every participant. Review the different categories of parent involvement. Include your own examples, or ask for participants' examples. Refer to the list on the chalkboard or easel paper.

Pass out Handout #6.

5. Next pass out Handout #6, Self-Analysis Activity for Caregivers and Program Managers. Ask participants to complete Activity One and then stop. When everyone has completed the activity, ask participants to share some of the outcomes they predicted. Then ask participants to complete Activity Two, and continue the group discussion. Continue in a similar manner with Activity Three. Then ask participants to complete Activity Four without group discussion.

Review Handout #7 and Transparency/ Handout #8.

6. Distribute copies of Handout #7, Sample Letter to New Parents, as one way to find out about parents' interests. Ask participants:

   - Is this an effective way to get information about parents' interests? Are there other ways you could try?
   - What could you do with this information?

Write responses on the chalkboard or easel paper.

Then put Transparency #8, Strategies for Encouraging Parent Involvement, on the overhead projector, or pass out Handout #8 to every participant. Review the six strategies for encouraging parent involvement that are listed, drawing on ideas from pp. 57-59 in the *Guide*. Are there other strategies to add? As you discuss each topic, ask if any participant is currently using this strategy. If so, how do they go about doing it? Divide the group into four small groups. Ask each group to discuss what strategies might be feasible in their setting and how they might begin to implement them. Ask each group to report to the large group.

Review Transparency/ Handout #9, and encourage examples.

7. IF THE GROUP INCLUDES CENTER-BASED CAREGIVERS: Put Transparency #9, Special Parent Involvement Possibilities for Center-Based Programs, on the overhead projector, or pass out Handout #9. Review the items on the list, drawing on the material on pp. 59-62 of the *Guide*. Again, encourage participants to share examples of similar practices from their own programs.

OPTIONAL: Give a mini-lecture.

8. Give a mini-lecture about the special issues of teenage parent involvement, using the information on pp. 62-63 of the *Guide*.

Teen parents often live at home with their own parents. Grandparents and other family members may play an important role in caring for the child and need to be included in parent involvement strategies.

A related issue is the need to respect the teen parent's special position of responsibility as a parent and her or his right to confidentiality about personal matters that may be revealed in the child care context. See the following for additional resources on this topic:

Working with Teen Parents: A Survey of Promising Approaches, by Phyllis Smith Nickel and Holly Delany on Special Assignment from Family Focus, Inc., Family Resource Coalition, Chicago, IL, 1985.

Babies Are People, Too - Source: Churchill Films, 662 North Robertson Blvd., Los Angeles, CA 90069-9990; (213) 657-5110; (800) 334-7830.

Self-reflection.

9. Pass out paper and pencils to each participant or ask participants to take out their journals. Ask each participant to write down one new learning that occurred in this session. This learning could be a new insight into the caregiver's attitudes toward parent involvement, or it might be a new activity to offer parents who are already involved.

Transparency/Handout #5
The Different Types of Parent Involvement

1. Parents as an audience (passive role such as attending conferences, reading newsletters)

2. Parents as a resource (active role offering insights and perspectives on their child and participating in projects)

3. Parents as the teacher of the child

4. Parents as volunteers in the infant/toddler room

5. Parents as trained/paid assistants

6. Parents as participants in the decision-making process

7. Parents as program advocates

Handout #6
Self-Analysis Activity for Caregivers and Program Managers

Very often our past experiences color our expectations about what will happen in the future. Many of us have had experiences in involving parents in the past and still carry around with us our feelings about those experiences. Others have never seen the need for parent involvement and resent being pressured into parent involvement activities. This task attempts to uncover such feelings so participants can understand how their own behaviors and expectations might interfere with their parent involvement efforts.

Activity One

List five outcomes that you predict would occur as a result of your parent involvement efforts.

1.
2.
3.
4.
5.

- Group discussion of outcomes

Activity Two

List five things you resent about engaging in parent involvement efforts.

1.
2.
3.
4.
5.

- Group discussion of resentments

Handout #6 (cont'd.)
Self-Analysis Activity for Caregivers and Program Managers

Activity Three

List five things you regret about previous parent involvement efforts.

1.
2.
3.
4.
5.

- Group discussion of regrets

Activity Four

Describe how your attitude toward parent involvement efforts might change if you could give up these resentments and regrets.

Handout #7
Sample Letter to New Parents

Dear ____________:

Welcome to XYZ Child Care! We are so pleased that you have chosen us to care for ______________. We look upon each family as a valuable resource for making our program more exciting, enjoyable, and effective. We need you and your special talents. Please take a few moments to answer the following questions, and leave it in my box when you bring ____________ tomorrow.

Activities I enjoy most (e.g., walking, cooking, reading, etc.):

____

Activities I don't enjoy (e.g., cleaning up, sitting still, etc.):

____

My skills (e.g., word processing, carpentry, decorating cakes, etc.):

____

Special skills of others in our household:

____

My time considerations:

Flexible working hours?   Yes or No (circle)
Working hours ________________
Time/day I might sometimes be available to do activities in the child care center

____

Others in our family who would like to be involved in program activities:

____

Thanks for completing the form. I will be calling you to discuss how we might include your special interests and skills in our program.

Sincerely,

Program Director or Family Care Provider

Transparency/Handout #8
Strategies for Encouraging Parent Involvement

- Create a newsletter.
- Help program families get together to meet basic family needs.
- Arrange social events that include the whole family.
- Encourage informal discussions when parents are in the child care setting.
- Let families know their help is needed.
- Welcome their presence in the child care setting at any time.

Transparency/Handout #9
Special Parent Involvement Possibilities for Center-Based Programs

- Caregivers visiting families at home, when appropriate

- Making the center available for activities during off hours

- Asking families for help with maintenance

- Involving parents in the program

- Forming a parent advisory council

NOTES

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Lesson 3 *Conducting Business with Parents*

Overview:	This lesson considers some of the common challenges of conducting child care as a business and communicating with parents about child care arrangements. This lesson is particularly valuable for family care providers who must handle all aspects of the child care-family relationship including enrollment, fees, and other business matters.
Philosophy:	Clearly defined business policies and practices provide a solid foundation for the establishment of a partnership between parents and providers. Ongoing communication is essential to maintain that relationship.
Key Concepts:	• Caregivers and parents have a business relationship as well as a partnership in caring for the child. • Clearly defined business policies and practices facilitate the development of a positive relationship between parents and the child care program. • Making sure everyone understands the terms of the business arrangements at the beginning of the relationship can prevent many problems and tensions.
Materials:	*Infant/Toddler Caregiving: A Guide to Creating Partnerships with Parents.* Have several copies to share with participants. Chalkboard/chalk or easel paper/pens Handout #4, Sample Caregiver-Parent Agreement (from Lesson 1) Handout #10, Role Play Scenarios
Time:	1 hour
Preparation:	Read pp. 67-72 in *A Guide to Creating Partnerships with Parents.*

Make copies of Handout #10 for each participant and make sure participants bring Handout #4 (from Lesson 1) with them.

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Procedure:

Introduce the topic.

1. Tell participants that today we will be discussing conducting business with parents. Many caregivers rank humanitarian values over material values and are reluctant to talk about what they charge and what they expect from parents. Building a trusting relationship with parents requires clear communication of expectations from the beginning.

Break into small groups and discuss.

2. Divide the group into four or more small groups. Pass out copies of *A Guide to Creating Partnerships with Parents.* Ask each group to read, discuss, and report on one of the following sections about conducting business with families: "Planning for Financial Returns" (p. 67), "Handling Legal Issues" (p. 68), "Disregard of Policies" (p. 68), and "Assistance with Business Operations" (p. 68).

   Remind the groups to include in their discussions and reports an examination of how each topic has the potential to reinforce or threaten the bond between parents and caregivers. During reports to the large group, encourage participants to illustrate their points with anecdotes from personal experience.

Pass out Handout #4.

3. One of the most helpful tools in establishing policies is a written contract. Have participants take out their copies of Handout #4, Sample Caregiver-Parent Agreement. Ask them to read it and consider how they might respond to it as a parent.

   - Are there other items that should be added?
   - Should anything be deleted?

   Encourage them to use the sample as a basis from which to devise a contract that fits their own program's needs.

   Using the chalkboard or easel paper, write "Parent Responsibilities" and "Caregiver Responsibilities." Ask participants to list what information is given in the agreement. List items under the appropriate heading.

Return to small groups for role play activity.

4. The way in which information about policies is presented may be as important as the information itself in establishing the partnership. Divide the group into the same groups as in the reading activity, and assign each group one of the scenarios from Handout #10, Role Play Scenarios, to develop into a brief role play.

   Ask each group to present the role play for the large group. After each presentation, ask participants:

   - What behaviors of the caregiver helped to convey the sense of partnership?
   - What other things could she or he have done to contribute to that sense?
   - What preparation was required?

   Continue the discussion by asking what elements of the day-to-day interactions help to reinforce this sense of partnership (honoring parents' requests, maintaining ongoing communication, judging when flexibility is needed, etc.).

Conclude the lesson with reflection and journal writing.

5. Conclude the lesson by stating that the business relationship is part of the larger relationship between parent and caregiver. It, like other aspects of the relationship, requires honest communication and mutual trust to maintain it. Pass out journals or ask participants to take out their journal notebooks. Ask participants to reflect on and write down ways in which they could strengthen their partnerships with families and ease the business part of the relationship.

Handout #10
Role Play Scenarios

As a caregiver, how would you:

- Respond to a mother who is searching for child care and has just told you that your fees are much higher than those of other programs she has visited?
- Present the caregiver-parent agreement to a parent who has chosen your program?
- Approach a parent who is one week overdue in paying fees?
- Ask for parents to volunteer help in redoing your play yard on a Saturday?

As you prepare your role play, consider how your words and actions can reinforce the idea of partnership with the parent.

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Lesson 4 Listening and Responding to Families' Needs

Overview: To help participants become more responsive to the needs of family members, this lesson emphasizes two interrelated themes: (1) listening compassionately and (2) being aware of how our past experiences affect our present interactions with infants and their families. Role playing, self-reflection, and group discussion provide the means for examining and practicing listening skills and self-awareness.

Philosophy: One of the most respectful and affirming acts of a child care provider is that of listening to the concerns of the child's family members and accepting the validity of their point of view. Listening and acceptance are among the caregiver's most valuable skills.

It is important to remember that the capacity for empathy toward families is affected by caregivers' experiences in their own childhoods. Sensitivity to children's family members requires a willingness to face intense feelings in oneself as well as others. Caregivers with such commitment and sensitivity are vital to the functioning of a quality infant/toddler care program.

Key Concepts:

- Caregivers serve a variety of families whose problems and lifestyles may differ from their own. These variations are usually simply differences rather than situations where one way is right and the other wrong.

- In order to be supportive of families, caregivers need an understanding of how their own beliefs and experiences influence their perceptions.

- Caregivers can enhance their child care practice by carefully listening to family members and being responsive to their needs.

Materials: *Infant/Toddler Caregiving: A Guide to Creating Partnerships with Parents.* Have several copies to share with participants.

Chalkboard/chalk or easel paper/pens

Paper and pencils for every participant

Overhead projector

Transparency/Handout #11, Listening to Family Members
Handout #12, Caregiver-Parent Role Plays
Transparency/Handout #13, Issues of Self-Awareness
Handout #14, Dealing with Differences

Time: 2-3 hours

Preparation: Read pp. 32-42 in *A Guide to Creating Partnerships with Parents* about listening and responding to families' needs.

Make a large chart listing "Common Sources of Tension" (p. 42 of the *Guide*).

Make copies of all handouts for each participant, and make transparencies when called for, if desired.

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Procedure:

Introduce the topic.

1. The caregiver's ability to provide quality care to children depends on an openness to the unique childrearing practices and expectations of each family. It is important that caregivers are respectful and responsive to the concerns of all families in the program. Introduce the chart listing common sources of tension, and ask for volunteers to respond to the items with examples from their own experiences. Point out that this list represents a few of the ways in which needs and expectations of the parent and caregiver are not being met or discussed. To begin this process, caregivers must listen to parents with care and with self-awareness about their own situations and needs.

Review Transparency/ Handout #11.

2. Listening sounds easy, but it's actually one of the most difficult communication skills. Put Transparency #11, Listening to Family Members, on the overhead projector, or

pass out Handout #11 to every participant. Briefly note the five topics. Then discuss active listening by referring to the information on p. 32 of the *Guide*.

Point out that an assurance of respect for confidentiality is basic to open communication. Providers need to be alert to the signs of a parent's need for confidentiality, for example, a lowered voice, closing of the door, etc.

Small groups discuss listening skills.

3. Next divide participants into three or more groups, and pass out copies of the *Guide*. Assign each group one of the three sections on listening to parents on pp. 33-34, "Reading Body Language," "Using Door Openers," and "Repeating What You Hear." Ask each small group to read and discuss their section before summarizing it for the other members of the whole group. Write responses on the chalkboard or easel paper.

Prepare volunteers for a role play.

4. Ask for six volunteers from the group to form pairs to role play caregiver-parent conversations for the group. Give these participants Handout #12, Caregiver-Parent Role Plays. Assign one situation to each pair, asking one person to play the caregiver and one the parent.

Conduct role play and discuss.

5. Have volunteers conduct their role play before the entire group. At the end of each role play, ask:

Questions for the parent:

- Did you feel "heard"?
- What specific words or behavior reassured you that the "caregiver" was listening?

Questions for the caregiver:

- How did the conversation feel to you?
- How comfortable were you in using the techniques?
- Do you think you need more practice?

Ask the group for their answers to these questions. Point out that there is a listening component to all communication, including telephone calls and written notes. Give examples.

Give a mini-lecture about self-awareness.

6. Remind participants that listening well is only half the battle. Equally difficult is being aware of your own feelings and needs when you relate to others. Give a mini-lecture

about how each person develops her or his own perspective, drawing from the material on self-awareness on pp. 34-38 in the *Guide*.

Participants write about childhood regrets.

7. Give participants an opportunity to reflect on how their own childhoods influence the way they relate to infants and parents today. Pass out paper and pencils to each participant or ask participants to get out their journals. Ask them to spend 5 minutes silently thinking and writing about the things they still resent or regret from their own childhoods. Tell participants that this material is private and will not be shared with anyone.

   After participants have spent about 5 minutes writing, point out to the group that these resentments and regrets from the past may be unresolved issues, or they may be resolved but still remain a part of the person. In either case, they may lead the caregiver to overemphasize these issues in dealing with parents.

Discuss and give mini-lecture on issues of self awareness and dealing with differences.

8. Put Transparency #13, Issues of Self-Awareness, on the overhead projector, or pass out Handout #13 to each participant. Give a mini-lecture summarizing what is meant by each issue, and give concrete examples of each.

   Pass out Handout #14, Dealing with Differences, and allow participants 5 minutes to read it over. Then ask participants for examples of their likes and dislikes and how they have shared those with parents and staff. Read the scenario from p. 39 of the *Guide* about a teenage mother, Joyce.

   Divide participants into four groups. Ask each group to discuss what differences in values might exist between Joyce and the caregiver and how the caregiver might approach Joyce about the sleep issue and find a mutually acceptable solution. Review Handout #14, as a resource for discussion. Have each group choose a participant to report on the group's discussion to the larger group. Ask for other examples of life-style differences they have encountered.

Participants write down a new idea to try.

9. Conclude this lesson by asking each participant to write down one new idea that sounds promising. Ask participants to think out the specific steps they could take in the coming week. Remind participants that learning new skills takes practice and patience. Allow time at the next session to report on their efforts and get feedback from others.

Transparency/Handout #11
Listening to Family Members

- Active listening
- Reading body language
- Using door openers
- Restating what you hear
- Respecting confidentiality

Handout #12
Caregiver-Parent Role Plays

In preparing the following short role plays, consciously try to use door openers and active listening, read body language, and repeat what you hear, as discussed in *Infant/Toddler Caregiving: A Guide to Creating Partnerships with Parents*, pp. 32-34.

Situation 1

Chanelle has been taking care of Malcolm for 2 months. Malcolm's mother, Louise, is a single parent who is obviously under a great deal of financial stress. When Malcolm comes down with a fever, Chanelle has to tell Louise that she cannot bring Malcolm back to the program until he is well. Louise angrily tells Chanelle that she cannot miss time from her job because she is afraid she will lose it.

Situation 2

Pat has been caring for 6-month-old Judith almost since birth. Judith's mom is a professional who is out of town for her first business trip. Judith's dad, Russell, is 20 minutes late to pick up Judith. Pat's responsibility is to collect $10 in late fees from Russell, who thinks she should forgive the late fee.

Situation 3

Maria has experienced a great deal of pain about separating from her 2-year-old, Marco. Caregiver Teresa has tried to ease Maria's distress, but does not feel that she has been successful. She tries to draw Maria into a more prolonged discussion of how Maria's anxious behavior might be affecting Marco.

Transparency/Handout #13
Issues of Self-Awareness

- Accepting your feelings about caregiving
- Knowing your likes and dislikes
- Being aware of your own prejudgments
- Dealing with differences

Handout #14
Dealing with Differences

To enhance your relationship with parents whose lifestyle or attitudes differ from yours:

- Ask parents to tell you more about their way of doing things.
- Share positive experiences you have with the child.
- Seek subjects of common interest to talk about.

To more comfortably give parents feedback about their interactions with a child whose behavior is troubling you:

1. Take time to explore your own feelings. Remember that just because you do not like something does not make it wrong. Your judgment is influenced by your childhood and later experiences, just as the parent's is.

2. Discuss your feelings and concerns with co-workers or friends.

3. Create an opportunity to sit down and talk with the parents when you will not be interrupted and where you can set a relaxed tone to the conversation.

4. Ask the parents for their perspectives on the child's behavior.

5. If your concern has to do with the child's development rather than with a simple preference on your part, be prepared to explain clearly how the child is affected by the parent's style of interaction. This is an opportunity to forge an alliance with the parent in the interest of the child.

6. Be tactful but direct in discussing a family's way of doing things that is different from your way.

7. Be aware of how you use your voice as well as your words. Carefully chosen words expressed in a disapproving tone will put the parent off as much as a tactless statement of the problem.

8. State your perception of the parent's goal as well as your own concerns in simple, nonaccusatory language. Then offer to brainstorm with the parent some alternatives for achieving the parent's goal while supporting the child's development. See whether you can negotiate a solution.

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Lesson 5 Helping Parents Deal with Separation

Overview:

In this lesson, participants consider the pain of separation experienced by parents and children when they enter the infant/toddler care setting and ways to assist parents in dealing with separation. This lesson can be enhanced by using the videos *First Moves* (Module I) and *Together in Care* (Module II).

Philosophy:

Learning to manage the distress that comes with separating from one another is an important step in the development of every young child and parent. Precisely because it is a necessary step in human development, the separation process must be taken seriously. Glossing over it as a passing irritation or resenting it as an unpleasant interruption robs the child, parent, and caregiver of a valuable opportunity for growth.

The caregiver who addresses separation anxiety with empathy and understanding not only soothes the pain of the moment, but contributes to the strengthening of the parent-child bond and gains a deeper understanding of human nature as it unfolds in the earliest years of life. Such a caregiver serves as a guide to parents and a resource for strategies that ease the pain of separation. It is the caregiver's caring, yet objective, attitude that helps parents become aware of the underlying value of the difficulties they and their child face during separation.

Key Concepts:

- Separation is stressful for children, parents, and caregivers. The problem can best be resolved by helping children and parents maintain a sense of connection while being apart from each other.

- Parents differ in their degree of discomfort over separation, so understanding what each parent is experiencing is important. Parents often have particular difficulty when enrolling the very young in care.

- Caregivers can ease the entry of a new infant or toddler by assigning a primary caregiver, encouraging parents to prepare their child, allowing time for the transition, and helping the parent and child with separation.
- Separation is an ongoing process. Issues that require sensitive handling may arise long after the child has entered care.

Materials:

Infant/Toddler Caregiving: A Guide to Creating Partnerships with Parents. Have several copies to share with participants.

Chalkboard/chalk or easel paper/pens

Overhead projector

Transparency/Handout #15, Easing the Pain of Separation

OPTIONAL:
First Moves
Together in Care
Flexible, Fearful, or Feisty
Videocassette recorder and monitor

Time:

1-2 hours

Preparation:

Read pp. 15-21 in *A Guide to Creating Partnerships with Parents* about separation. Make copies of "Points to Consider" on p. 21.

Make a copy of the handout for each participant and make the transparency, if desired.

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Procedure:

Volunteers report on their experiences.

1. Ask for volunteers to report back on the last session's assignment of trying new ways of dealing with lifestyle differences.

Introduce the topic by looking at parent behavior during separation.

2. Tell participants that today you are going to be talking about separation issues, from the parent's point of view. Ask participants to share examples from their own practice of how parents act when they first leave their child in child care.

Participants identify feelings behind behaviors.

3. Ask participants what they think are the feelings that underlie these behaviors. If any are parents whose children have been in child care, ask if they'd like to share how their feelings affected their actions and how their caregivers helped them and their child. Write their ideas on the chalkboard or easel paper. Underlying feelings might include:

- **grief** over leaving the child
- **guilt** for choosing to work
- **relief** to be away from the child
- **concern** over the child's reaction
- **anxiety** about the caregiver giving preferential care
- **fear** for the child's health or safety
- **jealousy** for the child's affection
- **sorrow** over missing the child's milestones
- **worry** over the caregiver's competence

Ask participants:

- What are some of the different ways children react to separation?
- What might be some of the children's feelings?

As you review their comments, point out that each parent and each child is unique; not everyone experiences separation in the same way.

OPTIONAL: Show video segment. Give mini-lecture on separation.

4. Show clip from *First Moves* of children entering care (about 3:31 minutes into the video) to illustrate this point. Give a mini-lecture on the need for the caregiver to understand the pain of separation, drawing on information from pp. 18-21 in the *Guide*. Point out that caregivers play many roles: source of child development knowledge (offering information about stages when a child may experience heightened stranger anxiety), counselor (when parents are torn by conflicting feelings), base of support (for children as they adjust).

Participants role play in pairs.

Ask participants to pair off and role play parent and caregiver during the initial separation of parent and child. After a few minutes, ask them to switch roles. Ask pairs to discuss their feelings in their two roles.

- What was most difficult about the separation?
- What behaviors or words were reassuring?

Share insights with the larger group.

Review Transparency/ Handout #15.

Small groups read and discuss separation issues and strategies.

5. Tell participants that they can help in the separation process by involving parents as much as possible. Put Transparency #15, Easing the Pain of Separation, on the overhead projector, or pass out Handout #15 to each participant. Briefly review the four ways in which caregivers can minimize the stress of separation. Then ask participants to work in small groups with copies of the *Guide*. Assign each small group one of the four topics on pp. 15-18 to read and discuss. Ask each group for other suggestions from their own experiences.

OPTIONAL: Show video excerpts and discuss.

6. After the first small group reports on assigning a primary caregiver, show the video snippet from *Together in Care* (about 2:27 minutes into the video) that illustrates the importance of a primary caregiver. Ask participants to discuss the special value of a primary caregiver to a child and parent in easing separations.

   After the third group reports back, show the snippet from *Flexible, Fearful, or Feisty* on the slow-to-warm up child (about 13:06 minutes into the video), and discuss how this relates to separation issues.

   After the fourth small group reports on helping the parent and child with the initial separation, show the final section of *First Moves* (from about 23:14 minutes into the video to the end). Discuss with the group how the caregivers in the video helped ease the pain of separation for both the parent and child.

Large group discusses techniques for assisting parents and children in separating from each other.

7. Ask participants what additional techniques they use to assist children in separating from parents. Write these on the chalkboard or easel paper. Offer the following suggestions, if they are not brought up by the group:

   - making a home visit (if parents are comfortable with it)
   - attending to the child's unique interests
   - remaining available and making verbal contact if the child does not want to be physically comforted
   - verbalizing feelings for the child (e.g., "I know you miss your mommy and feel strange here.")
   - being patient
   - understanding that the adjustment process can take longer for some children than for others
   - helping the parent and child develop a routine for saying good-bye

8. Conclude the session with a brief goal-setting exercise. Ask participants to write down two new ideas they will try to help parents and children with separation and the specific steps they will need to take in order to do so. If they are already carrying out the ideas suggested in this session, ask them to write about how using these ideas has worked to help parents and children in two specific instances.

Transparency/Handout #15
Easing the Pain of Separation

- Assign a primary caregiver if more than one caregiver is in the setting.
- Allow the parent(s) time to get acquainted with the caregiver.
- Encourage parent(s) to prepare the child before arrival at the child care setting.
- Allow time for the transition between home and child care at drop-off and pick-up times.
- Use empathy and reflective listening to help the parent and child with the initial separation.
- Allow children to have transitional objects.
- Handle routines in ways that are familiar to the child, if possible.
- Acknowledge the child's feelings of loss of family.
- Keep the family well informed about the child's experiences in care.

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Lesson 6 Handling Difficult Issues

Overview:

In this lesson, participants discuss and share experiences in handling a variety of difficult issues with parents, ranging from reporting to parents about minor injuries occurring in child care to the need to discuss parents' mistreatment of children. The responses of individual participants to a self-quiz constitute the primary vehicle for discussion in this lesson. The lesson also includes a mini-lecture and discussion about the responsibilities of the caregiver in cases of suspected child abuse and concludes with group brainstorming about individual challenges. This latter exercise may require more time than is allotted here.

A separate session may be necessary in order to fully address the concerns of individual participants. **It is recommended that additional resources, such as publications and speakers from community agencies with expertise in the topic of concern, be utilized to expand the training**.

Philosophy:

When it is necessary to handle difficult issues, the philosophical stance of respect guides caregivers in their interactions with parents. Thus, when sensitive issues must be addressed with parents, it is important to assume that parents are doing the best they can at this time in their lives; that the resistance and anxiety they may display regarding the discussion of difficult issues are normal reactions to challenging or painful topics; and that, with the caregiver's understanding and support, they will find the resources within themselves to meet the needs of their child.

Well-developed communication skills enable the caregiver to convey respect and concern by focusing attention on the child's needs. At the same time, respect for the parent is underscored by the caregiver's attentive listening and openness to the parents' point of view.

Key Concepts:

- The first step toward handling difficult issues with families is the establishment of a relationship of trust. The caregiver works toward this from the very first contact with parents, through ongoing communication, listening, and responding to parent's concerns.
- Learning to discuss difficult issues with families in a constructive way is a necessary and important skill for caregivers.
- Issues of abuse, health, or development may require that the caregiver consult or refer families to outside agencies.

Materials:

Infant/Toddler Caregiving: A Guide to Creating Partnerships with Parents. Have several copies to share with participants.

Chalkboard/chalk or easel paper/pens

Overhead projector

Handout #16A, What Would You Do If...?
Handout #16B, What Would You Do If...? (Trainer's Version)
Transparency/Handout #17, If You Suspect Child Abuse

OPTIONAL:
Handout #18, Community Resources for Families

2-3 telephone directories, telephone(s)

Time:

1-2 hours

Preparation:

Read pp. 82-88 in *A Guide to Creating Partnerships with Parents* about handling difficult issues.

Make copies of all handouts for each participant, and make the transparency, if desired.

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Procedure:

Introduce the topic.

1. Explain to participants that today you are going to be discussing how to handle difficult issues. Difficult issues usually concern a child's health, development, behavior, or a combination of all three. Communicating to parents about

these issues often causes anxiety for caregivers. In addition, suspected child abuse must be reported to the government agency responsible for protecting children. This can be a stressful situation for the caregiver. Learning to handle difficult issues appropriately, however, is a necessary skill.

Point out to participants that discussing difficult issues with parents is easier if you have already created a working partnership by attending to the details discussed in earlier lessons and by sharing good feelings and positive information on a daily basis.

Participants complete Handout #16A.

2. To help participants take a look at some difficult issues and consider how they would handle them, pass out Handout #16A, What Would You Do If...? Ask participants to spend a few minutes jotting down what they would do in each situation. Tell participants that there are no right or wrong answers to each question and they will not be turning in this sheet when they have completed it. Its purpose is to help them organize their own thoughts about what to do in some difficult situations. After everyone has finished, you will be discussing each issue and sharing ideas.

Lead a discussion based on Handout #16A.

3. As a group, discuss each issue on the handout with the participants. For each item, ask:

- Who would be willing to share how they would respond in this situation?
- What response do you think you might receive from the parent?
- Why do you think this would be a useful way to handle this difficult situation?

Encourage participants to share their ideas about each situation with each other. As you lead the participants in this discussion, refer to the examples and ideas discussed in the *Guide* on pp. 73-79. Help participants to determine if the strategies they propose are compatible with the philosophy in the *Guide* and on Handout #14 of this manual. Share your own perspective about how to put the philosophy into practice. Refer to (Trainer's Version) Handout #16B, What Would You Do If...?, for key points.

Review Transparency/ Handout #17.

4. Explain to participants that they have a clear legal responsibility if they suspect a child is being abused. Put Transparency #17, If You Suspect Child Abuse, on the

overhead projector, or pass out Handout #17 to each participant. Review each point with the participants.

Group brainstorms solutions to current difficult issues.

5. Ask the group for volunteers who are currently facing a difficult issue and would like help from the group in dealing with it. Remind participants of the importance of respecting confidentiality. Suggest that pseudonyms be used when discussing sensitive information about families.

   Spend some time on issues raised until the volunteers feel they have some options that they can consider. Offer these individuals the opportunity to role play one or more strategies with another participant, either privately or within the group. If no one is currently facing such a situation, ask for examples of past experiences.

6. Discuss possible ways to maintain the alliance with parents while addressing the possibility of abuse. Reflect on how the concept of caregiver-parent partnerships can serve as a guide in addressing such difficult issues. If the need is present, arrange for a separate session to provide additional support in dealing with these issues. See *Making a Difference: A Handbook for Child Care Providers* (Child Care Resource and Referral Network, San Francisco, CA 1986) for more information on child abuse and suspected child abuse in child care.

OPTIONAL: Participants explore sources of assistance for families.

7. Pass out Handout #18, Community Resources for Families, to every participant. Ask for volunteers to choose one or more of the services listed on the Handout to research, using the phone book and telephone. Allow 15 minutes for individual work, then reconvene the group and share the information that has been gathered. Suggest that this information may be given as a matter of course to every family entering the program and also posted on the bulletin board in the child care setting.

8. Conclude by restating the underlying philosophy of respect and support for the parents and the child. It is the standard that guides what we do.

Handout #16A
What Would You Do If...?

1. Aaron has fallen off the slide. Although you think he is okay, he has a lump on his head and has been crying hard for the past 20 minutes. You know Aaron's father is out of town and his mother is very busy at work.

2. Teresa is 9 months old. She still lies on her blanket in the position in which you placed her. Although Teresa is bright-eyed and observant, you have yet to see Teresa roll over on her own. Teresa's parents have not expressed any concern about Teresa's development to you. They are recent immigrants to this country and don't speak much English.

Handout #16A (cont'd.)
What Would You Do If...?

3. Twenty-month-old Shimuzu is a biter. Although you have tried to teach him other ways of expressing his feelings, nothing seems to have worked. You are concerned that something seems to be making Shimuzu really angry. Not only that, Shimuzu bit Tomas last week, and now Tomas's parents are upset. They are demanding that Shimuzu be kicked out of the program, saying he is a danger to the other children.

4. Jennifer is the teen mom of Jonathan, age 2 years. Jennifer tries hard with Jonathan, but she resents having her social life curtailed by the responsibilities of motherhood. You have noticed that when Jonathan does something that irritates Jennifer, which happens frequently, she yells at him and calls him a bad boy. Now Jonathan is behaving aggressively toward the other children. When you intervene, he shakes his head and mutters, "Jon bad boy. Bad boy Jon."

Handout #16B
What Would You Do If...? (Trainer's Version)

1. Aaron has fallen off the slide. Although you think he is okay, he has a lump on his head and has been crying hard for the past 20 minutes. You know Aaron's father is out of town and his mother is very busy at work.

   Any accident that results in a child crying hard for a long time, a lump on the head, swelling, or profuse bleeding should be reported to the parent immediately. Similarly, a parent should be called whenever a child has symptoms of illness such as a fever, rash, diarrhea, excessive fussiness, etc. Except in an emergency situation, the parent must make the decision of whether the child should be seen by a doctor.

   Approach the parent at work with empathy, showing concern for both the child and the parent. Give the parent the information needed to decide what to do.

2. Teresa is 9 months old. She still lies on her blanket in the position in which you placed her. Although Teresa is bright-eyed and observant, you have yet to see Teresa roll over on her own. Teresa's parents have not expressed any concern about Teresa's development to you. They are recent immigrants to this country and don't speak much English.

   Talk to the parents, preferably both of them, with the help of an interpreter, if necessary. Ask how the child is at home and if they have any concerns about her. If so, emphasize the importance of early attention to developmental questions.

   If the family does not express concern about Teresa's development, invite them to observe her and other children around Teresa's age in the child care setting.

   Continue to have conversations with the parents about Teresa's development on a regular basis, eventually suggesting to the parents that Teresa may need special attention from her pediatrician, if her development remains slow. Express your readiness to help carry out the pediatrician's recommendations. If they have no one to help them with the language or if they don't have a regular pediatrician, offer to contact a pediatrician for referral.

Handout #16B (cont'd.)
What Would You Do If...? (Trainers Version)

3. Twenty-month-old Shimuzu is a biter. Although you have tried to teach him other ways of expressing his feelings, nothing seems to have worked. You are concerned that something seems to be making Shimuzu really angry. Not only that, Shimuzu bit Tomas last week, and now Tomas's parents are upset. They are demanding that Shimuzu be kicked out of the program, saying he is a danger to the other children.

   Talk to Shimuzu's parents in a comfortable setting, preferably not at the end of the day when everyone is tired. Present the information about his behavior as a problem to be solved together. Emphasize that biting is normal around 2 years of age, but continued aggression may indicate that Shimuzu is experiencing stress from some change in his life, such as a new sibling.

   Set up a meeting with Tomas's parents. Explain that biting is normal behavior for some toddlers. Describe how you protect children from such behavior and how you deal with it when it occurs. Ask how they would feel if Tomas was being aggressive and they were being asked to leave the program. Encourage them to feel part of the solution. If other parents are also upset about Shimuzu's biting, hold a general parent meeting to discuss these ideas.

4. Jennifer is the teen mom of Jonathan, age 2 years. Jennifer tries hard with Jonathan, but she resents having her social life curtailed by the responsibilities of motherhood. You have noticed that when Jonathan does something that irritates Jennifer, which occurs frequently, she yells at him and calls him a bad boy. Now Jonathan is behaving aggressively toward the other children. When you intervene, he shakes his head and mutters, "Jon bad boy. Bad boy Jon."

   Find a quiet time to talk with Jennifer and acknowledge the disappointments and disillusionments of teen parenthood – the scariness and conflicting feelings. Talk about how these feelings can affect interactions with the child. To help Jennifer handle the stress of teen parenting, invite her to spend some time at the child care program to learn some other ways to deal with Jonathan. If possible, set up opportunities for Jennifer to meet with other teen parents to discuss parenting issues and strategies.

Transparency/Handout #17
If You Suspect Child Abuse

First:

- Know the law.
- Give each child a quick health check each morning.
- Be sensitive to cultural differences, which may influence parental health practices.

Then:

- Take immediate action.
- Tactfully ask parents for an explanation. Document date, evidence, and explanation.
- Report your findings to the child protection agency.

Handout #18
Community Resources for Families

Type of Service	Name	Address	Phone
Child Care Resource and Referral			
Child Guidance or Family Relations Counselors			
Childbirth Preparation or Pregnancy Counseling			
Divorce Assistance			
Information about Immigration Issues			
Job Search Agencies			
Legal Aid			
Financial Assistance/ Economic Guidance			
Substance Abuse Help			
Telephone Hotlines			

II

PROVIDING CULTURALLY SENSITIVE CARE

Children develop a sense of who they are and what is important within the context of culture. Traditionally, it has been the child's family and cultural community that has been responsible for the transmission of values, expectations, and ways of doing things, especially during the early years of life. Because of recent changes in United States family life and childrearing patterns, this role is now shared in many cases with professional child care providers, often from cultures different from the child's family.

The U.S. has always had a great deal of cultural diversity, but in the past, children from cultures other than the dominant United States culture were able to develop at home during their early years, secure in the language and culture of their own families and homes. Not until the age of five or six did they usually encounter the challenges of being "different" from the mainstream, of learning another culture and, in the case of many immigrant families, another language.

As more children enter child care during the tender years of infancy, questions of their cultural identity and sense of belonging in their own families are raised. Consistency of care between home and child care, always important for the very young, becomes even more so when the infant or toddler is cared for in the context of a culture different from that of the child's family. Because of the important role of culture in development, it is preferable for infants to be cared for by caregivers who reflect their home culture, but it is not always possible. Caregivers who serve families from diverse backgrounds need to heighten their cultural sensitivity, to acknowledge and respect cultural differences, and to learn to communicate and negotiate with families. In this way, parents and caregivers, working together, can facilitate the optimal development of each child.

Multicultural infant/toddler care presents new challenges and new opportunities to both families and caregivers. The lessons in this section, based on the video *Essential Connections: Ten Keys to Culturally Sensitive Child Care*, and *Infant/Toddler Caregiving: A Guide to Culturally Sensitive Care*, are intended to help caregivers gain an understanding of the importance of cultural and linguistic consistency between home and child care for very young children; an awareness of their own cultural influences and biases; and an ability to utilize the strategies of acknowledging, asking, and negotiating to resolve cultural differences in the child care setting.

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Lesson 7 Becoming Aware of Cultural Issues

Overview: This lesson provides an overview of a series of lessons on creating positive caregiver-parent partnerships when children and caregivers come from different cultural backgrounds. In the lesson, participants think about what culture means, become more aware of their own culture, and establish ground rules that will support discussions in future lessons. Through large and small group discussions, caregivers explore ways to become culturally sensitive.

Philosophy: Children develop a sense of who they are and what is important within the context of culture. Whether at home or in child care, caregivers play a significant role as transmitters of culture. Professional caregivers have an ongoing responsibility to heighten their sensitivity to the culture of the families they serve. They must respond in ways that support the healthy development of children by providing as much consistency with the home culture as possible. Cultural sensitivity begins with an awareness of early experiences and their influence on our current values and behavior.

Key Concepts:

- Culture is a fundamental building block in the development of a child's identity.
- Children from multicultural homes may identify with one or more of those cultural groups. Caregivers need to respect the family's choice of cultural identity.
- Culture is made up of all those factors in the environment that are accepted by the group as "normal," such as attitudes, values, laws, cherished beliefs, and ways of doing things.
- When caregivers and the children for whom they care come from different cultural backgrounds, conflict between caregivers and families may emerge. Unless these conflicts

are successfully resolved, the relationship between the family and the caregiver may become strained, and the child's emerging sense of self may be adversely affected by tension and conflicting messages.

- To become culturally sensitive, each person must begin with an awareness of her or his own cultural identity and beliefs.
- Cultural sensitivity is very different from cultural enrichment. The latter is the study and appreciation of a culture's *products* and *rituals*. Cultural sensitivity is a commitment to understanding and supporting the *values*, *practices*, and *attitudes* of people.

Materials: *Infant/Toddler Caregiving: A Guide to Culturally Sensitive Care*. Have several copies to share with participants.

Chalkboard/chalk or easel paper/pens

Paper and pencils for every participant

Handout #19, What Is Culture?
Handout #20, Defining a Cultural Context
Handout #21, Things in My Culture

Time: 2 hours

Preparation: Read the Introduction on pp. ix-xi and pp. 1-37 in *A Guide to Culturally Sensitive Care* to gain an overview of the challenges posed by cultural diversity in the United States and its impact on child care.

Read pp. 45-53 in *A Guide to Creating Partnerships with Parents*.

Make copies of all handouts for each participant.

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Procedure:

Introduce the topic.

1. Begin the lesson by pointing out to participants that ethnic diversity is a reality in the United States today. In some states, such as California, people of European ancestry who have traditionally been the dominant group will comprise less than 50% of the population by the year 2000. As a

nation, we need to acknowledge the diversity around us and to understand its impact on our lives and the lives of the children for whom we care.

Participants list the cultures represented in their care.

Divide participants into groups of two or three. Pass out sheets of easel paper. Ask each group to list all the cultural groups represented in their child care settings. Point out that a child from a bi-cultural or multi-cultural home may have more than one cultural identification which needs to be respected. Post these sheets around the room, and read the list aloud. Save the sheets for later use.

Review Handout #19.

2. Pass out Handout #19, What Is Culture?, to each participant. Review the definition and components of culture with the group. Ask participants for examples of components.

Discuss how child care can support the child's culture.

3. Read the quote at the beginning of Handout #19 to participants. Allow time for reflecting on the quote, and ask for feelings, thoughts, and reactions. Ask for comments from the group about what they think caregivers might be able to do to support the child's sense of culture. Write their suggestions on the chalkboard or easel paper.

Establish ground rules.

4. Tell participants that the goal of the next set of lessons is to enhance their ability to provide culturally sensitive care. This process begins with an awareness of one's own values. Acknowledge to the participants that becoming aware of personal values and personal biases can feel like a very risky undertaking. Establishing ground rules for the discussions will help participants know what is acceptable in the training setting and how to protect themselves and others from loss of dignity and self-respect. Ask participants for suggestions of ground rules, and write their ideas on the chalkboard or easel paper. Be sure they include the following topics:

- respect for confidentiality
- ways to inform others about one's feelings of being stereotyped, prejudged, or discounted
- ways to respond to communications of strong feelings about differences

Use examples to make these points clear. After the session, write down the ground rules that the group has established, and pass them out at the next meeting. Write them on easel paper and post it at each session as a reminder for discussions.

Participants complete Handout #20.

Small group discussion of Handout #20.

5. Tell participants that the goal of the next activity is to identify some of the cultural values of their early years, to define their own cultural context. Pass out Handout #20, Defining a Cultural Context. Ask participants to complete the handout based on the household of their own childhood. Then divide the group into smaller groups. Ask each group to select a recorder for discussing the following points:

   - What are similarities and differences among group members?
   - Identify the values underlying particular practices, (e.g., valuing the individual vs. the group, independence vs. conformity, a parent's responsibility vs. a child's).
   - Reflect on how these values influence one's present beliefs and actions.
   - Do some group members come from more than one culture?

Small groups share with the large group.

Following the small group discussions, ask each group to report on their discussion to the larger group. Ask them to think about the key people who were instrumental in conveying these ideas to them. Reinforce the idea that caregivers play a key role in transmitting attitudes, values, and practices.

Individual reflection.

6. Pass out paper and pencils. Ask participants to make a list of their favorite child care activities during a typical morning. Then, for each activity, ask participants to write down the purpose of that activity. Go beyond the obvious purpose of the activity to its underlying value. For example, go beyond "facilitating motor development" to the value-based purpose of "encouraging physical competence and independence."

Paired discussions of values underlying activities.

7. Ask participants to pair off with a partner to discuss how the activities they selected reflect the values of their past and/or present culture. Ask if they consider themselves to be consistent with values of their childhood. If not, why have they changed? In what ways are they still influenced by their childhood culture? After a few minutes of discussions among pairs, bring the group together to reflect on what they learned about themselves and how their own cultural values influence the child care settings they create.

Pairs exchange completed Handout #21.

8. Now pass out Handout #21, Things in My Culture, and have participants complete it using the culture of childhood as reference. Ask participants to exchange their completed Handout #21 with another person. Ask participants:

- What do these answers tell you about this person?
- Can you tell what she or he considers to be important?
- What might some of this person's ideas about children be?

Point out that artifacts, celebrations, and foods are products of a culture and give little information about values, beliefs, or ways of doing things on a daily basis. Culture represents an "idea system" that sets forth rules for living. Frequently in child care, differences in cultures are addressed by looking at cultural products in the context of the dominant culture so that they are regarded as "quaint" or "exotic." Such superficial knowledge can easily lead to false assumptions or stereotypes. For example, hamburgers are a popular food in the United States. An assumption might be that all U.S. citizens are meat eaters.

Large group discusses early feelings of being "different."

9. Now ask if anyone can recall an early experience of becoming aware that they were "different," perhaps in the way they dressed, the way they did something, their use of language, or the way they looked. What feelings did the awareness of "difference" evoke? What did they do to ease the feelings of discomfort? Did another person's intervention help?

Guided reflection.

10. Tell participants that young children are especially vulnerable to "differences" because they need familiarity to feel secure. Ask participants to sit back in a comfortable position, close their eyes, and listen as you read the following:

Imagine that you are a young toddler just beginning to walk. The kitchen is one of your favorite places to explore. In your mind's eye, see the stove, the refrigerator, the floor. Now imagine a familiar person in the kitchen. Think about her voice, the sound of her speech, the color of her hair, the feel of her skin and her clothes when she picks you up, the smell of the food she is cooking. Now imagine you, the same toddler, in another setting, a child care playroom. A stranger is with you. She has hair and skin of another color, and she speaks with high-pitched sounds that are very strange to you. You desperately would like to see something

familiar, even if it is a piece of cloth. Just as you are feeling very uncertain, you hear another voice, making sounds that are familiar to you. The stranger picks you up, and you feel very relieved. Now come back to this room, and think about your feelings as the toddler.

Discussion of imagery.

11. Discuss feelings, pointing out how familiarity and consistency provide feelings of security.

    Now divide into small groups, and ask each group to discuss:

    - How can we support both the home culture and the culture of the caregiver when they differ?
    - What elements of a caregiving setting allow children to function as members of their home culture as well as of the dominant society?
    - How can we include the families/parents in defining what their children's cultures are?

    Ask for reports from each group.

    Tell participants that we will be exploring these questions in future lessons.

12. Conclude by asking each participant to complete the sentence "Culture sensitivity is ..." Ask them to share their definitions at the next session.

Handout #19
What Is Culture?

> "Through culture, children gain a sense of who they are, a feeling of belonging, what is important, what is right and wrong, how to care for themselves and others, and what to celebrate, eat, and wear." (*Infant/Toddler Caregiving: A Guide to Culturally Sensitive Care*)

Culture is made up of all those factors in your environment that are accepted by the group as the norm. Culture includes attitudes, values, laws, cherished beliefs, and ways of doing things. The foundation for many cultures rests upon accepted myths or beliefs. Culture includes ideas about:

- ways to relate to one's elders
- behavior between boys and girls
- roles of women and men
- ownership of property
- prohibitions of certain kinds of behavior according to people's status
- childrearing practices such as discipline, toilet training, feeding, and bathing
- expectations about behavior at various ages
- attitudes toward differences in people and toward strangers
- rites of passage
- marriage ceremonies
- birth ceremonies
- the meaning of death and ways of dealing with death

Handout #20
Defining a Cultural Context

Try to remember the household in which you spent your childhood. Comment on the practices/attitudes of that household in relation to the topics listed below.

1. reaction to a child's crying:

2. expression of anger by adults:

3. expression of anger by a child:

4. differences in treatment between boys and girls:

5. child's curiosity about her or his body:

6. toilet training practices:

7. discipline methods:

8. who was the authority figure:

9. importance of child's curiosity and exploration:

10. how affection was expressed:

Handout #20 (cont'd.)
Defining a Cultural Context

11. children's rights to be heard:

12. talking openly about feelings:

13. disagreements and confrontations:

14. importance of food:

15. behavior toward elders:

16. value of education:

17. status of teachers:

18. use of English (if bilingual household):

19. ownership – borrowing, lending, sharing:

20. importance of religion:

Handout #21
Things in My Culture

Think of the culture of your early years. Describe the items listed.

Favorite family food ______________________________

Everyday dress ______________________________

Favorite family activity ______________________________

Most popular holiday ______________________________

A symbol of that holiday ______________________________

One famous artist ______________________________

A popular song ______________________________

A famous landmark ______________________________

A well-known book ______________________________

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Lesson 8 Essential Connections, Part I

Overview:

This video-based lesson explores the program structure and staffing issues that contribute to cultural sensitivity in infant/toddler care. Participants view the first half of the video *Essential Connections*, discuss and clarify the video's positions on the best way to provide culturally sensitive care, and then examine their own child care programs in light of the recommendations.

The trainer's role in dealing with this provocative topic is to assist participants in clearly understanding the Program for Infant/Toddler Caregivers' positions, rather than to compel agreement with them. A firm grounding in the video, the video magazine, and *A Guide to Cultural Sensitivity* prior to the presentation of the lessons on Essential Connections is strongly recommended. This will prepare the trainer to deal with misunderstandings and disagreements which may arise.

Philosophy:

For the infant, culturally consistent care provides comfort and familiarity, facilitates the development of trust and love, and supports the values of the family. Program practices that are extensions of the home setting provide a harmonious growth environment for children. In group care, the implementation of such practices is possible only with the support of program policies.

Key Concepts:

- By providing culturally sensitive child care, caregivers build children's confidence, competence, and connections.
- Program policies that are culturally sensitive provide care that:
  - is in harmony with the home culture
  - provides representative staffing at all levels
  - creates small groups
  - uses the child's home language
  - makes the environment culturally relevant so that the child feels at home

Materials:

Infant/Toddler Caregiving: A Guide to Culturally Sensitive Care

Essential Connections: Ten Keys to Culturally Sensitive Child Care

Video magazine for every participant

Videocassette recorder and monitor

Chalkboard/chalk or easel paper/pens

Handout #22A, Culturally Sensitive Program Policies for Center Child Care
Handout #22B, Culturally Sensitive Program Policies for Family Child Care
Handout #23, Moving Toward More Culturally Sensitive Care

Time:

2 hours

Preparation:

Read the video magazine that accompanies *Essential Connections.*

Preview the video.

Read *A Guide to Culturally Sensitive Care*, Section One, The Influence of Culture and Development, and Section Three on environments and staff relationships (pp. 64-72).

Make copies of all handouts for each participant.

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Procedure:

Participants share definitions of "cultural sensitivity."

1. Begin by asking participants to share their definitions of cultural sensitivity. Ask for volunteers to write on the easel paper and post it around the room, or write on the chalkboard.

Introduce the video.

2. Tell participants that today you are going to view Part I of the video *Essential Connections*, which looks at five ways programs can provide culturally sensitive care. Ask participants to suggest why the producers chose the name *Essential Connections* for this video.

Show the first half of the video and discuss.

3. Show the first half of *Essential Connections*, which focuses on child care program policies, pausing the video after each policy to allow time for jotting notes. List the following questions on the chalkboard or easel paper, and suggest that participants view the video with these questions in mind.

- How well do you feel your child care program provides culturally sensitive care in this particular domain? Give concrete examples of what you do.
- What barriers exist to implementing such a policy?
- What benefits do you think children derive from such a policy?
- How do you provide cultural consistency for the child of a multicultural family?

After the video is shown, explain to participants that the video represents the Program for Infant/Toddler Caregivers' positions on the best way to provide culturally sensitive care to children under 3 years old. Participants may have strong feelings about the content of the video or the recommendations made. Some of these may come from an incomplete understanding of the positions or the reasons behind the positions. Be prepared to clarify the video's concepts as you ask participants:

- What is your general reaction to the video?
- What recommendations or positions in the video seem to you to be particularly appropriate for meeting the needs of culturally diverse children and families in infant/toddler care?
- Are there any recommendations or statements in the video that you are puzzled by?
- Are there ideas that you disagree with?
- Do you have additional suggestions for providing culturally sensitive care?

Then have participants discuss their thoughts on the questions listed on the chalkboard or easel paper. Allow 30 minutes for discussion.

Special issues: representative staffing and using the child's home language.

If the following issues are not raised by participants, you may want to introduce them yourself:

One question that may arise is about Policy #2, "representative staffing." Does this means that white children should have only white caregivers? Point out that in the context of a white dominant culture, white children are not likely to lose their home language or positive cultural identity when cared for by people from other cultures.

Another question may be raised about Policy #4. What if the parents want their child cared for in English even though they speak another language in the home? Parents often have strong feelings about this issue, based on their understanding that the ability to speak good English is essential to the child's future academic and career success in this country.

When this occurs, parents first need to know that the caregiver respects the validity of their concerns. They may be reassured if the caregiver explains that the child's learning of English will not be harmed by postponing an intensive exposure to English until after the child has mastered her or his own home language, at around age 4 or 5 years.

Next, emphasize the importance of the home language and culture in the child's overall development, and point out the infant or toddler's need for security and familiarity. Explain that, at this age, it is more important for infants to be understood and to understand their caregiver(s) than to acquire a second language. Children can easily learn a second language later on in development.

If parents show an interest in additional information, the caregiver may want to cite Lily Wong Fillmore's work on disrupted communication within bilingual families (Fillmore, L.W., "When Learning a Second Language Means Losing the First," *Early Childhood Research Quarterly*, 6, 1991, pp. 323-346).

Throughout discussions with parents on this topic, the caregiver should affirm the parents' role as the primary teachers of their child, and work with them to come to a mutually agreeable approach to language usage with the child.

Participants complete Handout #22A or #22B.

4. Pass out Handout #22A, Culturally Sensitive Program Policies for Center Child Care, or #22B, Culturally Sensitive Program Policies for Family Child Care, depending on the needs of the participants. Ask participants to fill this sheet out individually, using their notes from the video showing.

Participants complete Handout #23 in small groups or individually.

5. Pass out Handout #23, Moving Toward More Culturally Sensitive Care. If some of the participants present are from the same child care program, break the larger group up into smaller groups by program. Ask each group to discuss their responses on Handout #22A or #22B and to jointly select a goal to work on together to make their program more culturally sensitive. They should record this goal on Handout #23.

   If every participant is from a different program, pass out Handout #23, and ask each participant to select and record a goal individually. Then ask participants to share the goal they selected and explain why they felt this goal was important and achievable.

Pass out video magazine, and encourage program evaluation and policy changes.

7. Pass out a video magazine to each participant, and summarize today's key points. Ask participants to continue to evaluate their programs on these five areas and to begin to work toward policy changes.

Handout #22A
Culturally Sensitive Program Policies for Center Child Care

Think about the families your child care center serves. Then rate your program for how culturally sensitive you believe it is in terms of each policy listed below. Is it highly sensitive, moderately sensitive, or low in sensitivity? Then write down the barriers to implementing each policy more fully as well as the benefits you believe children do or would derive from such a policy.

Policy	Rating	Barriers	Benefits
1. Provides care to children in ways that are in harmony with the home culture			
2. Provides representative staffing at all levels			
3. Provides care in small groups			
4. Uses the child's home language			
5. Provides a culturally relevant physical setting in which the children feel at home			

Handout #22B
Culturally Sensitive Program Policies for Family Child Care

Policy	Rating	Barriers	Benefits
1. Provides care to children in ways that are in harmony with the home culture			
2. Provides staffing and/or posts images of people representative of the child's culture			
3. Provides some culturally familiar activity for each child every day			
4. Uses the child's home language and/or encourages visits by family members and others who speak the child's home language; uses an interpreter for regular communication with parents, if necessary			
5. Provides a physical setting that reflects some cultural elements of the child's home			

Handout #23
Moving Toward More Culturally Sensitive Care

Review your responses on Handout #22A or #22B. Pick one policy area where you think your program could become more culturally sensitive, and decide how best to achieve policy change.

Policy area:

Present practice/policy:

How could policy be changed to be more culturally sensitive?

How would this policy change be beneficial?

What are the barriers to change?

What steps need to be taken to overcome the barriers?

Who is responsible for taking which steps?

My personal goal for making the change:

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Lesson 9 Essential Connections, Part II

Overview: This video-based lesson considers the second half of the video *Essential Connections.* It calls upon caregivers to become more aware of their own culture and its influence on their child care practices, and to learn new ways of interacting with others to resolve cultural differences.

A firm grounding in the video, the video magazine, and *A Guide to Cultural Sensitivity*, prior to presenting the lessons on *Essential Connections* is strongly recommended. Such preparation will provide the trainer with the understanding of the issues and concepts necessary to respond to questions which may arise.

Philosophy: Caregivers play a powerful role in maintaining a child's connection to the home. In order to provide culturally consistent and sensitive care, caregivers must have the desire, the knowledge, and the skills for resolving differences.

Key Concepts:

- Caregivers provide culturally sensitive care by becoming aware of the influence of their own culture on their child care practices, being open to the perspectives of others, and seeking out culturally relevant information.

- When cultural conflicts arise, caregivers need to be able to communicate effectively with families and other caregivers about how to resolve these differences.

- Clarifying values and negotiating cultural conflicts help caregivers form partnerships with families. This leads to more culturally consistent care and strengthens the child's feelings of security and developing identity.

Materials: *Infant/Toddler Caregiving: A Guide to Culturally Sensitive Care.* Have several copies to share with participants.

Essential Connections: Ten Keys to Culturally Sensitive Child Care

Chalkboard/chalk or easel paper/pens

Video magazine

Videocassette recorder and monitor

Handout #24, Thinking/Doing Activity #1
Handout #25, Thinking/Doing Activity #2
Handout #26, Thinking/Doing Activity #3
Handout #27, Thinking/Doing Activity #6

Time: 2-3 hours

Preparation: Read the video magazine that accompanies *Essential Connections.*

Read *A Guide to Culturally Sensitive Care*, Section Two, on Multicultural Issues, pp. 11-37; and Section Three, on Acknowledge, Ask, and Adapt, pp. 39-62.

Make copies of all handouts for each participant.

Cue *Essential Connections* (about 12:50 minutes into the video) so you are ready to begin at the "self-awareness" portion of the tape.

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Procedure:

Review the concepts from the first half of **Essential Connections.**

1. Tell participants that today you are going to discuss the second half of *Essential Connections.* Before doing so, review with participants the key ideas from the first half of the video that you explored in the previous training. Make sure your discussion recaps these five ways to structure and staff a child care program to be culturally sensitive:

   - Provides care to children in ways that are in harmony with the home culture
   - Provides representative staffing at all levels
   - Cares for children in small groups
   - Uses the home language of the child
   - Makes the physical setting culturally relevant

   Ask for volunteers to report progress toward making changes in these policy areas following the previous lesson.

Show the video, stopping to discuss each section.

2. Show the second half of the video *Essential Connections*. Stop the video after the first section on self-awareness. Ask participants:

   - Give an example of how your own culture has influenced your child care practices, based on your self-observation over the past weeks.
   - Prior to this self-observation experience, how aware had you been of the role your culture played in your child care practices?

3. Show the remainder of the video, stopping after each key section to review the major messages. Ask questions such as the following:

   - What was the major message in this section of the video?
   - How did the video illustrate the message?
   - How have you practiced this behavior in your own child care program?
   - What benefits have you encountered? What problems?
   - What do you need to know or do to become more effective in this behavior?

Participants complete Handout #24 and discuss it with a partner.

4. Pass out Handout #24, Thinking/Doing Activity #1. Ask participants to complete the handout individually, then share their responses with another participant. Following these paired discussions, ask for volunteers to describe what they have written and shared.

Participants complete Handouts #25 and #26.

5. Next pass out Handouts #25 and #26, Thinking/Doing Activities #2 and #3. Ask each participant to complete these handouts individually. Then conduct a group discussion.

Discuss responses as a group.

First ask participants to name the individual strengths they think most important to helping a person become culturally sensitive. Write their ideas on the chalkboard or easel paper.

Next ask participants to suggest the things that may make people feel uncomfortable about learning to be more culturally sensitive. Write these responses on the chalkboard or easel paper.

Point out to participants that most people share the same discomfort because everyone is in the same boat! Equally important, however, everyone has individual strengths that contribute to their ability to overcome these feelings of discomfort and to become more culturally sensitive.

Participants complete Handout #27.

6. Pass out Handout #27, Thinking/Doing Activity #6. Ask participants to write down some situations related to cultural differences that have occurred in their child care programs. When they have finished, collect the handouts. (If these participants serve homogeneous cultural groups, select some examples of conflict from *A Guide to Culturally Sensitive Care*, pp. 45-53, for the following activity.)

Working in pairs, participants prepare a role play about resolving a conflict.

Volunteers present cultural conflict role plays as a focus for group discussion.

Divide participants into pairs. Give each pair one of the handouts that describes a cultural conflict. Ask each pair to read the situation and to prepare a role play that will illustrate a culturally sensitive way to resolve it, using the guidelines provided in the *Essential Connections* video (e.g., clarifying values and negotiating differences). After participants have had 10-15 minutes to prepare their role plays, ask for volunteer pairs to present them to the larger group. After each role play has been conducted, ask for feedback from the group about whether the issue was resolved in a culturally sensitive way.

Complete as many role plays as time permits. Summarize key points of the lesson.

Note: For help in finding books and articles about different cultures, consult "Suggested Readings on Cultural Sensitivity," at the end of this document.

Handout #24
Thinking/Doing Activity #1

Remind yourself of one experience when you enjoyed a cultural difference between you and another person.

Note the experience here.

What do you feel you gained?

Why was it enjoyable?

Share your experience with another participant.

Adapted from *A Guide to Culturally Sensitive Care*

Handout #25
Thinking/Doing Activity #2

What strengths do you bring to developing culturally responsive caregiving practices? Check the ones you feel you already have:

Curiosity about others

Enjoyment of others

Willingness to learn from mistakes

Willingness to take risks

Sense of humor

Creativity

Flexibility

Commitment

Openness to new experiences

Add others you believe are also important.

Adapted from *A Guide to Culturally Sensitive Care*

Handout #26
Thinking/Doing Activity #3

What makes you uncomfortable about learning to be more culturally responsive?

What is the worst thing you can imagine might happen?

Write down your thoughts.

Discuss them with other caregivers.

Adapted from *A Guide to Culturally Sensitive Care*

Handout #27
Thinking/Doing Activity #6

Write down situations related to cultural differences that have come up in your child care setting.

Use these situations to role play with other caregivers, and then analyze culturally repressive and culturally responsive ways to handle them.

Adapted from *A Guide to Culturally Sensitive Care*

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Lesson 10 Supporting Culturally Diverse Families

Overview: In this lesson, participants consider the ways in which they can support culturally diverse families within the child care setting and identify some of the cultural differences they experience on a day-to-day basis. The lesson has two options, depending on whether the participants work in settings with more than one culture or work in homogeneous cultural settings.

Philosophy: Cultural diversity enriches child care programs. At the same time, it challenges caregivers to provide culturally sensitive care to each child and family served. Both the caregiver's and the family's cultural values are deeply rooted within family history and past experience and can lead to very different ways of looking at things. Even when a family is not from an obviously different culture, cultural or lifestyle values and assumptions may differ from those of the caregiver.

An important part of the caregiver's role in meeting children's needs for consistency and security is to recognize, respect, and support the children's connection to their families and cultures. Caregivers can do this best by expressing interest and openness to the families' ways of doing things and by developing skills for resolving differences with families.

Key Concepts:

- Different cultures have different rules for living. Caregivers need to help families from cultural heritages other than their own feel at home in the child care setting.
- Understanding the values of other cultures helps caregivers to better deal with the conflicts that may arise from cultural differences in discipline, routines, health practices, etc.
- Each family has its own unique culture. A child's cultural identity should be defined in consultation with the family.

Materials:

Infant/Toddler Caregiving: A Guide to Creating Partnerships with Parents. Have several copies available to share with participants.

Infant/Toddler Caregiving: A Guide to Culturally Sensitive Care

Overhead projector

Paper and pencils

Handout #28, Cultural Differences
Transparency/Handout #29, Childrearing Differences
Transparency/Handout #30, Successful Communication with Immigrant Families
Handout #31, Common Misconceptions About Culture and Identity

Time:

2 hours

Preparation:

Read pp. 45-55 in *A Guide to Creating Partnerships with Parents* about considering the family in its culture and pp. 28-37 in *A Guide to Culturally Sensitive Care* about immigrant families.

Make copies of all handouts for each participant, and make transparencies when called for, if desired.

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Procedure:

Introduce the topic.

1. Explain to participants that today you are going to be discussing cultural diversity and how the child care setting can make families from different cultural heritages feel at home.

   If the same set of participants is present, re-post the list of the cultures of children served by this group of participants that was created in Lesson 8. If this is a different set of participants, conduct this activity now (Lesson 8, procedure 1). Ask participants:

   - What are some of the benefits of diversity?

OPTION 1: Participants complete Handout #28 and engage in small group activities.

2. FOR PARTICIPANTS WORKING WITH DISTINCTLY DIVERSE CULTURES. Pass out Handout #28, Cultural Differences. Review the topics, and give examples of each cultural aspect listed. Ask participants to identify one of the cultural groups represented in their program and to write down everything they think they know about the aspects of that culture indicated on the handout.

After everyone has completed the handout, organize the larger group into smaller groups by cultural groups served, if possible. Ask each group to compare their responses and to think about the sources of information they used to acquire this knowledge. Ask participants to discuss the following questions in their groups:

- Could this be a stereotype?
- Could there be a variety of responses for the same culture?
- What might explain the differences?

Have each group identify how cultural differences might lead to conflicts with standard practices within the child care setting, and brainstorm some possible solutions.

Next each group should generate a list of questions they would like to ask parents about topics on the handout.

Small group presentations.

Following the small group discussion, each group should give a report to the larger group about the culture they have discussed. Allow time for comments within the larger group. Remind the group that perceptions can differ because we view through the filter of our own experiences. Ask for other resources for information, such as ethnic-specific agencies, cultural societies, and the media.

Role play a caregiver asking a parent for cultural information.

Encourage participants to use the questions they developed to learn more about the parents' culture in discussions with parents, if the parents seem open to sharing. Ask two volunteers to role play a caregiver asking a parent for cultural information. Discuss this in the larger group.

OPTION 2: Small groups read about and discuss cultural differences.

3. FOR PARTICIPANTS WORKING IN HOMOGENEOUS CULTURAL SETTINGS. Divide the participants into eight small groups. Pass out copies of *A Guide to Creating Partnerships with Parents.* Assign each small group one of the areas of cultural difference that may lead to conflicts, beginning

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on p. 47 of the *Guide*. The group should discuss the reading within the small group and then summarize the reading and their discussion in a presentation to the larger group.

OPTIONAL: Give a mini-lecture about immigrant families.

4. Discuss the special challenges faced by newly arrived immigrant families (p. 46 in *A Guide to Creating Partnerships with Parents* and the chapter "What You Need to Know About Immigrant Families" in *A Guide to Culturally Sensitive Care*). Use Transparency #29, Childrearing Differences, and Transparency #30, Successful Communication with Immigrant Families, to help organize your mini-lecture. Emphasize that families may look to the caregiver for support in helping their children belong in this new country. Understanding the child's need for a positive cultural identity and secure attachment to the family, the caregiver also has a special responsibility in helping the child to value and identify with the culture of the family.

Give a mini-lecture on multicultural families.

5. Explain to participants that it is important to be aware of special issues affecting multicultural families because the number of multicultural marriages and unions has increased greatly in the past decade. Caregivers may find that traditional ideas about culture and ethnicity do not apply when working with multicultural families and their children.

   In the U.S., cultural identity is usually characterized by sweeping geographic terms, such as African, Asian, Hispanic or Latino, Native American, and sometimes by color, black and white. Yet, within these groups there is a great deal of cultural variation and exchange that we rarely acknowledge. Among Asians, for example, there are Vietnamese, Chinese, Japanese, and Pacific Islanders, to name just a few, as well as generational differences reflecting the time of immigration to this country. Cultures are flexible, dynamic, influencing one another, and changing with time.

   Although people often believe culture and ethnicity are inherited at birth, they are actually developed in the home and caregiving environments during childhood and beyond. Attitudes, values, beliefs, and behaviors interact with other factors to shape a child's ethnic identity. When taking into consideration the cultural backgrounds of children, caregivers should remember that there is a great deal of individual diversity within cultural groups.

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Small groups discuss common misconceptions about culture and identity and report back to large group.

6. Project Transparency #31, Common Misconceptions about Culture and Identity, or pass out Handout #31 to participants and ask them to form small groups to discuss these misconceptions. Each group should choose one misconception from the handout and think of examples to demonstrate why it is untrue. Have each group appoint a recorder to report back to the large group the major points raised in the small group discussion.

Mini-lecture on determining cultural identity.

7. Point out to participants that a child's ethnic identity is a dynamic integration of many cultural variables, often including the presence of more than one cultural influence within the family. The child's family members should be consulted about how they wish the child's cultural identity to be fostered, and terminology should be used that is appropriately inclusive and does not force the family to choose one cultural group over the other. At the same time, if the family chooses to identify with one group, those wishes should prevail.

Summary and journal reflection.

8. Remind participants that a culturally sensitive caregiving environment respects and supports the individuality of each child's home environment, whether it is a monocultural home or a multicultural home. Ask participants to reflect and write in their journals about the importance of supporting each child's home culture and cultural identity.

Handout #28
Cultural Differences

Select the culture from which children in your program most frequently come and/or about which you know the most. Then answer the following questions:

Describe (from your perception) the culture's attitude toward:	**What do different families in the program think about this?**	**How can you resolve differences between families' practices and the program's practices when they occur?**
Children and childhood (e.g., "children should be seen and not heard")		
Roles of family members		
Discipline of children		
Self-care		
Routines		
Religious beliefs and rituals		
Ownership of property		
Health practices		

Transparency/Handout #29
Childrearing Differences

- The meaning of the child's crying
- The importance of the child's exploration
- The attitude toward the child's anger
- The use of language to talk about feelings
- Gender differences between boys and girls
- Children's curiosity about their bodies
- Physical punishment

Transparency/Handout #30
Successful Communication with Immigrant Families

- Be sensitive to the families that may have difficulties with English.
- Explain the child care routine clearly.
- Pay attention to tension between families and the child care program when you sense it, and think about the reasons for it.
- Ask questions about the family's childrearing values.
- Serve as a bridge between the parents and the culture of the child care setting.
- Remember that you may be seen as an authority figure by parents.
- Establish a trusting atmosphere that encourages dialogue.
- Give constructive feedback emphasizing the child's and family's strengths.
- Find a way to acknowledge parents' commitment to their child's welfare.

Handout #31
Commons Misconceptions About Culture and Identity

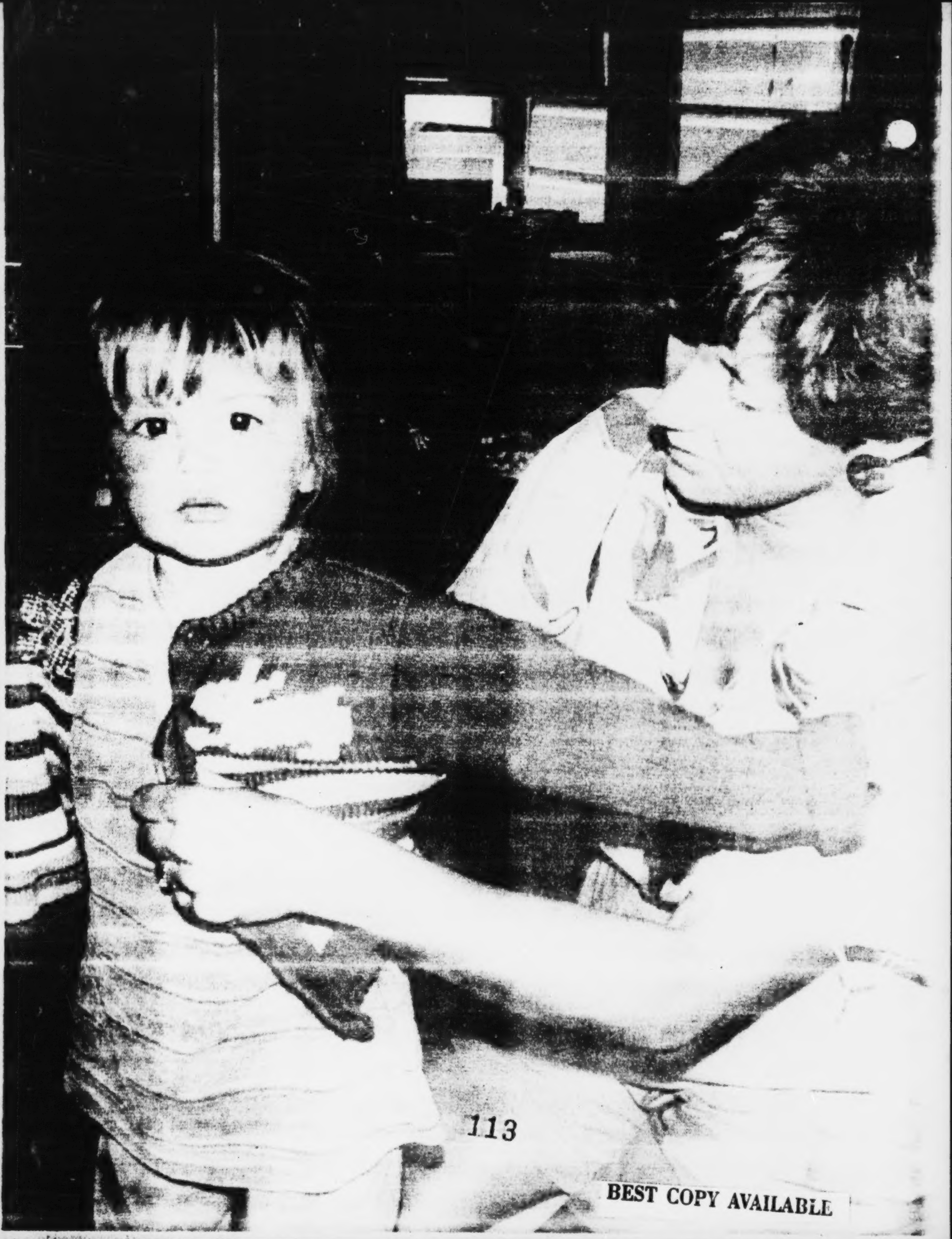
- Cultures are distinct and separate. They do not mix.

- Cultural traits are constant over time.

- A child's culture and ethnicity are inherited at birth.

- A child can be a member of only one cultural group.

NOTES



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Lesson 11 Culture, Development, and Learning

Overview: This lesson provides participants with a deeper appreciation of culture as a process that empowers the individual. Distinctions are made between teaching cultural appreciation and achieving cultural empowerment in the child care setting. Finally, participants examine specific ways that culture influences development and that child care practices reflect cultural beliefs.

Philosophy: A caregiving environment that is in harmony with the home culture provides children with clear messages about who they are. It also supports them in learning behaviors that will enable them to be vital members of their home culture. Children acquire this knowledge most easily through the ways in which everyday routines and activities are conducted.

Key Concepts:

- Families and caregivers teach culture to children.
- Cultural learning empowers children to understand their families' values, attitudes, beliefs, behaviors, and rules.
- Cultural empowerment is distinct from cultural appreciation; its goal is not to teach culture to children, but to teach children in a culturally consistent context.
- In child care, infants learn culture mainly through routines, language, and adult-child interactions.

Materials: *Infant/Toddler Caregiving: A Guide to Culturally Sensitive Care.* Have several copies to share with participants.

Overhead projector

Transparency/Handout #32, Cultural Empowerment
Handout #33, Cultural Influences on Learning
Handout #34, Self-Observation

Time: 1-2 hours

Preparation: Read pp. 2-9 in *A Guide to Culturally Sensitive Care* about cultural empowerment and pp. 20-26 about culture and learning in infancy.

Make copies of all handouts for each participant, and make the transparency, if desired.

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Procedure:

Introduce the topic.

1. Write the following on the chalkboard or easel paper before the training begins:

   Culture is learned from families and caregivers.

Read Martha's story aloud and discuss.

2. Begin the lesson by describing the following child care program to participants:

   Martha has a family child care program that serves infants, toddlers, and preschool children from various cultures. Each month Martha selects a different country to celebrate in the program. She decorates a special bulletin board with pictures of that country and its famous heroes. She reads stories and folktales from the country and serves foods at snack time that originate in that country. She plays tapes that she has borrowed from the library with music from the country. During craft time, the older children make hats representative of that country and wear them while they learn to dance simple folk dances from that part of the world. Martha puts a lot of work into this aspect of her child care program, and the children seem to enjoy it. She is proud of her efforts and highlights the upcoming month's country in the parent newsletter she sends home. Ask participants:

   - What does Martha's "culture program" teach children?
   - Is Martha's child care program teaching culture to the children?
   - Why or why not?
   - Does it create or reinforce stereotypes?
   - What message does it give to children who are from Martha's "selected" country?

As you lead participants in a discussion of Martha's program, make the distinction between cultural appreciation and enrichment and culturally consistent care. Martha's approach focuses on objects and arts instead of beliefs, values, and rules for living. It emphasizes a "tourist approach" to learning about culture. Although there is nothing inherently wrong with Martha's approach, it is not providing children with culturally consistent care. (This is a reinforcement of Lesson 8.)

Give a mini-lecture on cultural empowerment.

3. Now write "cultural empowerment" on the chalkboard or easel paper. Explain that caring for children in the context of their own cultures enables them to know and understand their culture's values, attitudes, beliefs, and behaviors. It empowers them to become competent and confident. Give a mini-lecture on cultural empowerment, using Transparency/Handout #32, Cultural Empowerment, to organize your talk.

Read Martha's dilemma out loud to the group.

4. Divide participants into six small groups, and ask them to put themselves into Martha's shoes when the following happens:

One of the new parents in Martha's program read in the newsletter that next month's program was on Scotland. She came to a parent meeting. In front of all the other parents, she said, "Martha, I don't care about Scotland. My child was born in China. We are Chinese, and we want to keep our culture. Since she has been coming to your program, she is learning more English than Chinese. Her father and I understand English, but her grandparents are very upset that she won't speak Chinese. What can you do about that?"

Martha responded, "Why, month after next, we'll do China!" "No, no, Martha, you don't understand," said a father. "My four-year-old child is from Mexico. She has been in your child care since she was one. Now she doesn't want to speak Spanish at all, just English."

"But we did Mexico two months ago!" cried Martha.

Small groups discuss Martha's dilemma and suggestions for culturally sensitive care.

Is Martha missing the boat? What should she be doing? Give small groups 5 to 10 minutes to discuss Martha's dilemma. Ask each group to share their discussion with the larger group. Refer to "Practical Suggestions" on pp. 6-8 in the *Guide*. Remind participants that:

Cultural empowerment is fostered by caring for children in a culturally consistent context.

5. Explain to participants that cultural differences that influence early learning can often be observed in the following areas:

   - routines
   - play
   - language learning

Small groups read and discuss the influence of culture on learning.

Divide participants into four or more groups. Pass out Handout #33, Cultural Influences on Learning, and assign each group one of the four topics listed. Ask the group to read, discuss, and summarize, then present this topic to the remainder of the group. Emphasize how each can affect learning. Give examples of differences, and determine core values.

Two readers compare child care practices.

6. Ask for two volunteers to read aloud to the group. Give each volunteer a copy of the *Guide*. Assign one volunteer to read the left column under "Contrasting Cultural Practices" on p. 27 and the second to read the right hand column. Go down the page item by item. After the volunteers have read both columns for a topic, ask the participants if they can provide examples of both types of practices from their own child care experiences. Ask participants to reflect which column they personally fit under.

Pass out Handout #34 for homework.

7. Pass out Handout #34, Self-Observation. Ask participants to keep a record of three interactions with children during the coming week to gain insight into how they affect children's learning through the way they interact with the child.

Transparency/Handout #32
Cultural Empowerment

- Culture is learned.
- Culture is characteristic of groups.
- Culture is a set of rules for behavior.
- Individual members of a culture are embedded to different degrees in their culture.
- Cultures borrow and share rules.
- Members of a cultural group may be proficient at cultural behavior but unable to describe its rules.

Handout #33
Cultural Influences on Learning

(Adapted from *A Guide to Culturally Sensitive Care*)

Routines and Cultural Learning

The way parents arrange the daily routines and schedules at home conveys to children appropriate behaviors, beliefs, and attitudes of the family and cultural community that should be learned. Culture has a direct impact on the skills children learn from routines. For instance, whether children learn to eat using utensils such as a spoon or chopsticks or learn to eat with their hands depends upon the family's culturally based mealtime routines and activities.

The schedule of the day or the way time is structured is also learned. Some cultural communities do not value or follow regular schedules for their home routines (e.g., set eating and sleeping times). A baby who can adjust to continual changes in routines or situations is considered desirable. In other communities, the baby's adaptation to a regular routine is encouraged. In such communities, children learn to focus their attention on predictable patterns in the daily schedule.

The timing of toilet training is another example of the influence of culturally based routines on learning. As Janet Gonzalez-Mena describes in her chapter on routines and culture in *A Guide to Culturally Sensitive Care*, some cultural communities handle toilet training as a partnership with the children, beginning when they are quite young. In these cultures, children learn to use the toilet through being cooperative. In contrast, in the dominant U.S. culture, when children are physically mature and able to talk they are trained or taught to manage the toileting routine through independent action. In other words, children learn through becoming increasingly independent.

Learning Styles

Beliefs about the way children learn differ a great deal from culture to culture. These differences can be seen in how adults spend time with children. In some cultural communities, children learn by simply being present as adults go about their jobs and household activities. Adults do not create learning situations to teach their children. Rather, children have the responsibility to learn culturally valued behaviors and practices by observing and being around adults during the course of the day. In other cultural communities, children are naturally included in adult jobs and activities. For example, a toddler may be cared for by a mother who runs the family store. In this setting, the child is assured a role in the action, at least as a close observer. The child is responsible for learning through active observation and gradual participation.

Handout #33 (cont'd.) Cultural Influences on Learning

Some cultural communities keep children apart from the parents' work and recreational activities. These cultures often provide children with a scaled-down version of adult activities, for example, toy versions of equipment that adults use in their jobs. During parent-child interactions, the parents adjust their speech and actions to the child's level of skill and understanding, and may become overly preoccupied with adapting learning situations for children. They may lose sight of important learning that takes place through children's observation of and participation in adult activities in daily life.

Other cultural communities give infants access to all aspects of their parents' activities and environment. In New Guinea, for instance, infants have access to all the tools and equipment used by their parents. Children learn a realistic self-reliance to the point that they handle knives and fire safely by the time they are able to walk. These children do not recklessly thrust themselves into unappreciated dangers. With this example in mind, the emphasis on baby-proofing the environment in the U.S. can be seen in a different light. Baby-proofing is not necessarily a "universally" appropriate practice; it is related to whether adults take responsibility for adapting the environment for children or children take the responsibility for learning what is safe and what is not.

Language Learning

The area of language provides another example of differences among cultures in their approach to learning. Some cultural communities emphasize adults having "conversations" with infants. In contrast, children in other cultural communities learn language primarily through eavesdropping and observing, in other words, through hours spent overhearing adults' conversations.

Differences in language learning appear very early in infancy. In some cultures, mothers carry on a "dialogue" even with a one-week-old infant. Adults endow the baby's smallest vocalizations with meaning and intentionality and react to them emotionally. In other cultural communities, parents talk for, rather than to, the baby.

Language learning practices with older infants also vary tremendously from culture to culture. The culturally based practice of repeating what a toddler has just said, with the goal of expanding the child's language, may seem very odd to adults in many cultural communities. Similarly, to many people, asking toddlers to label pictures in the process of storybook reading seems to serve no useful purpose. An adult already knows the names of things, and it is considered inappropriate to seek information one already knows from a child.

Handout #33 (cont'd.)
Cultural Influences on Learning

Verbal vs. Observational Learning

The various examples cited previously make reference to one of the major aspects of the learning process that varies among cultural communities: an emphasis on direct, verbal learning vs. non-verbal, observational learning. Although experts in the child care field may consider an emphasis on verbal learning appropriate and desirable, this belief is not universal but rather culturally based. Bearing in mind the influence of culture, we need to recognize the cultural basis of our own assumptions about valued skills and the nature of learning. For example, verbal expressiveness and verbal means of learning may be valued because they are necessary skills in a literate society. In other words, being able to express themselves verbally is considered "advanced" for 2-year-olds because they are thought to have a head start on the verbal skills that are valued for later schooling.

In addition to the importance of literacy and success in school, there are many other culturally based reasons verbal skills may be valued. These values can be seen in the behavior of parents and children in various cultural communities. Early on, babies in some cultures spend a fair amount of time by themselves – sleeping in separate rooms and amusing themselves in their playpens as parents do household chores and other activities. These children learn to depend on verbal communication to get the attention of adults, for example, calling out to the parent or caregiver, out of necessity. In contrast, in other cultural communities, babies are often in physical contact with their caregiver. They sleep with their parents or are carried around constantly. These babies are likely to learn to depend on non-verbal communication, such as gestures with their hands or changes in posture or muscle tone, to get their needs met.

In some cultural communities, because parents value alert but calm and placid styles of interaction and temperament, they do not engage in highly stimulating, playful, face-to-face interactions with their babies that U.S. experts consider valuable for learning. Infants accustomed to quiet social contact with adults may become overstimulated by the more intense and active styles of interaction that one sees in many child care programs. This home vs. child care difference is often subtle but can cause trouble for infants and toddlers.

Handout #34
Self-Observation

In order to recognize the manner in which you affect children's learning, try a self-observation exercise. When involved in an activity with an infant or toddler (e.g., when building a block tower or working a jack-in-the-box together), try to mentally note the role you are playing. In other words, what is the purpose behind your various actions? Jot down notes later. Keep the following questions in mind as you take mental notes:

1. Note when and how the child indicates a desire for assistance from you. How do you respond to the request? (For example, do you encourage the child to try to complete the activity without help, or do you immediately provide help? What kind of message does your response give the child?)

2. When you give help to a child, do you tend to do so verbally or non-verbally? Do you demonstrate actions for the child? Do you give explicit instructions or directions to the child? Do you take over the activity or let the child remain in charge?

3. How do you expect the child to respond to your help? Is it appropriate for the child to sit quietly and watch or listen to you? Or is it appropriate for the child to try a new action right away and learn from trial and error? Do you expect the child to be a cooperative partner with you or as independent as possible from you? What are the beliefs about how children learn that shape your behavior?

Handout #34 (cont'd.)
Self-Observation

Make notes about three interactions that occur this week between you and a child. Record what happened, and describe your observations in response to the questions and guidelines noted from the previous page. Consider if the interactions would differ with a child from a different culture.

Interaction #1

Interaction #2

Interaction #3

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Lesson 12 Routines and Culture

Overview: In this lesson, participants consider three routines–toileting, feeding, and napping–and how culture influences each of them. Through mini-lecture, group discussion, and self-reflection, participants expand their understanding of what is comfortable for them and how different cultures treat these routines.

Philosophy: Cultural values are embedded in everyday routines of caregiving. The ability to acknowledge and respect differences in caregiving practices is the basis for beginning to resolve conflicts.

Key Concepts:

- Caregivers have a profound effect on the development of infants and toddlers because they engage in basic activities such as feeding, toileting, and napping many times a day. While doing so, they pass on important cultural messages about how life should be lived.

- Sometimes the childrearing practices of parents and caregivers differ in regard to these routines. Knowing that different values are reflected in how caregiving routines are carried out allows the caregiver to acknowledge, work with, and resolve cultural conflicts around these routines.

Materials: *Infant/Toddler Caregiving: A Guide to Culturally Sensitive Care*

Handout #35, Carrying Out Routines with Cultural Sensitivity

Time: 1 hour

Preparation: Read pp. 12-19 in *A Guide to Culturally Sensitive Care* about carrying out routine caregiving tasks with cultural sensitivity.

Make copy of the handout for each participant.

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Procedure:

Review homework assignment.

1. If you previously assigned the self-observation homework task from Lesson 12, spend the first few minutes of the training with participants sharing what they experienced and learned during the week about their own interactions with children, particularly if the children were from cultural backgrounds different from their own.

Review culture and learning.

2. Begin by giving a personal example of cultural differences affecting caregiving routines, such as the following story:

   My friend Fumi and I both had babies about the same time. When it came time to feed solid food to the babies, she made her own and carefully and neatly fed her daughter with a spoon until she could manage it herself. My daughter was using her hands to explore the food from early on and was messily finger feeding herself before she was a year old.

   As caregivers, we represent a culture. We give messages about what we value and our expectations about children's behavior as we perform our daily routines. Today's lesson examines how the most basic activities of feeding, toilet training, and napping can profoundly affect the development of infants and toddlers.

Participants complete Handout #35 individually.

3. Pass out Handout #35, Carrying Out Routines with Cultural Sensitivity. Ask each participant to jot down what might be the expected response according to the child development experts.

Give a mini-lecture on cultural influences on routines, with group discussion.

4. Give a mini-lecture on cultural differences that arise for each routine, drawing on information on pp. 14-18 in *A Guide to Culturally Sensitive Care*. **Point out that within the same culture, there may be wide differences, depending on such factors as religion, past experiences, education, and supportive community.** As you discuss each routine, emphasize the core values that may differ (e.g., independence vs. cooperative effort, independence vs. tidiness). Ask the group to share experiences by asking:

   - Has anyone experienced an example of cultural conflict around this routine?
   - Describe the conflict.
   - How did you resolve the issue?

- Were/are you comfortable with this resolution? Why or why not?

5. Now ask participants to reconsider their responses on Handout #35. Write down their responses to the situations posed on the handout.

Small group discussion of Handout #35.

6. Divide participants into small groups. Ask each group to discuss their responses to the handout. Following the small group discussion, ask each group to summarize their key points and present them to the larger group.

Handout #35
Carrying Out Routines with Cultural Sensitivity

Write down how you think you would feel comfortable responding in each of the following situations:

- **Toilet Learning**

A new parent explains to you that her 1-year-old child is toilet trained and insists you leave off the diapers.

- **Feeding**

The mother of a toddler is upset by the mess she sees when she discovers you are letting him feed himself. She asks you to spoon feed her child like she does at home, "so he eats more, doesn't get so messy, and less food is wasted."

- **Napping**

A parent explains that his baby is used to falling asleep in someone's arms and not off in a separate room in a crib by herself. He asks that you hold the child until she goes to sleep each day.

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Lesson 13 Acknowledge, Ask, Adapt

Overview:

This lesson offers participants a process for resolving cultural issues with parents. After reviewing the steps in the acknowledge, ask, and adapt process, participants analyze three conflict situations and their resolutions.

Philosophy:

Resolution of conflicts with parents about caregiving practices is essential to establishing a nurturing, positive environment for children. With a respectful attitude of inquiry and a heightened awareness of their own values, caregivers can learn skills for resolving conflicts.

Key Concepts:

- The culturally responsive process of acknowledge, ask, and adapt and allows caregivers to support children's and adults' identity and way of being in the world.
- Caregivers need to become consciously aware of their own cultural beliefs and how these influence their understanding of the cultural beliefs of others.
- With practice, one can learn strategies for discovering other people's beliefs, such as observing and discussing values and beliefs with people of other cultures, visiting diverse cultural communities, and reading about different cultures.
- Problem-solving strategies for negotiating and resolving conflicts caused by cultural differences are important tools in working with families of different cultures.

Materials:

Infant/Toddler Caregiving: A Guide to Culturally Sensitive Care. Have several copies to share with participants.

Overhead projector

Transparency/Handout #36, The Steps for Culturally Responsive Caregiving
Handout #37, Thinking/Doing Activity #4

Handout #38, Thinking/Doing Activity #5
Handout #39, Acknowledge, Ask, Adapt

Time: 3 hours

Preparation: Read pp. 40-55 in *A Guide to Culturally Sensitive Care* about culturally responsive caregiving. Make copies of Scenarios One, Two, and Three from pp. 45-53.

Make copies of responses without ratings for all scenarios.

Make copies of all handouts for each participant, and make the transparency when called for, if desired.

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Procedure:

Introduce the topic.

1. The rules of our own culture that we learn as we grow up become the basis for how we see, organize, and interpret our experiences and the behavior of others. Different cultures teach people different rules. How do we sensitively support the development of infants and toddlers from families whose beliefs about children and childrearing practices are different from our own?

   Note: Explain that this is one of the great challenges for caregivers in a multicultural society.

OPTIONAL: ***Discussion of ethnocentricity.***

Begin discussion of the concept of ethnocentricism by defining the word. When we think of our cultural ways as the only "normal" way to be and other cultural ways as odd or wrong, we are being "ethnocentric," (literally, thinking of our own culture or ethnicity as the central one.) This kind of thinking makes it difficult for people to respect each other's differences.and learn to get along. Ask participants to take a moment or two to see if they can recall an example of ethnocentric thinking they have encountered through work, school, or another activity, either in themselves or in other people. If no examples are offered, give an example of your own.

2. Tell participants that today we are going to explore a process for negotiating and resolving cultural differences. The process has three steps: acknowledge, ask, and adapt.

Explain acknowledge, ask, and adapt.

- **Acknowledge** differences to yourself/to the parents.
- **Ask** for information to learn the parents' perspective/to clarify your own point of view.
- **Adapt** by communicating the issue, exploring and negotiating possibilities, mutually agreeing on an action.

Then define terms:

Culturally repressive: Behavior shows no recognition of the validity of a different belief or practice, and there is no desire to discuss the difference.

Culturally responsive: Behavior acknowledges differences with respect; there is a desire to gain understanding and a resolution, if needed.

Put Transparency #36, The Steps for Culturally Responsive Caregiving, on the overhead projector, or pass out Handout #36 to each participant. Give a mini-lecture on the process, using the transparency as a guide and drawing on material on pp. 42-44 in the *Guide*.

Read and discuss Scenario One.

3. Emphasize that "shared humanity is the bridge." Read (or ask for a volunteer to read) Scenario One, "A Baby Is Crying," and Response X on p. 45 of the *Guide*. Referring to Transparency #36, ask participants to rate Response X for each step in the process. Compare their responses to the rating that appears in the *Guide*. Discuss the terms "culturally responsive" and "culturally repressive."

Participants complete Handout #37.

Repeat this process for Response Y and Response Z. After you have discussed the three responses, pass out Handout #37, Thinking/Doing Activity #4. Ask participants to complete the handout individually. Then ask for volunteers to share what they have written with the group. Discuss these responses.

Role play Scenario Two.

4. Read the situation for Scenario Two, "Wearing a Protective Amulet," on p. 49 of *A Guide to Culturally Sensitive Care*. Then ask for four volunteers to play the parts of Rosa, Harriet, Mark, and Lynn in the staff discussion on pp. 49-50 of the *Guide*.

Ask participants how they respond to the way in which each staff member handled the amulet situation. Were they culturally repressive or culturally responsive?

Participants complete Handout #38.

Pass out Handout #38, Thinking/Doing Activity #5. Ask each participant to fill out the handout. When they have completed their individual responses, ask for volunteers to share their ideas with the larger group.

Read Scenario Three and have participants complete Handout #39.

5. Read the situation in Scenario Three, "Cleanliness vs. Active Learning," aloud to the group. Pass out Handout #39, Acknowledge, Ask, Adapt, and ask each participant to complete the handout. Then divide the larger group into smaller groups. Pass out the *Guide*. Ask each group to discuss their responses on the handout, using the questions on p. 53 as guidelines for their discussion. Following the small group discussion, have each group report on their discussion to the larger group.

Distinguish between developmental problems and cultural differences.

6. Complete the lesson by giving a mini-lecture how it can sometimes be difficult to distinguish between a developmental problem and a cultural difference. Draw on information on pp. 54-55 of the *Guide*. Illustrate with an example, a toddler who refuses to use a spoon.

Summarize.

7. Summarize the key points of the lesson, including the acknowledge, ask, adapt process and the difference between culturally repressive and culturally responsive behavior.

Transparency/Handout #36
The Steps for Culturally Responsive Caregiving

- **Acknowledge** differences.
- **Ask** for information.
- **Adapt** through negotiation.

Handout #37
Thinking/Doing Activity #4

Write down your feelings about the ratings of the three responses to Scenario One "A Baby Is Crying," on pp. 45-48 in the *Guide*.

Discuss the three responses with other participants who have also done the writing activity. Discuss each person's feelings about the ratings of the three responses.

Adapted from *A Guide to Culturally Sensitive Care*

Handout #38
Thinking/Doing Activity #5

This activity can be done using Scenarios One, Two, or Three. Begin this activity by reading one of the scenarios.

Has your center or family child care program faced a similar problem?

If so, what did you do?

Would you still resolve it the same way?

If the situation arose in the future, with which solution would you feel comfortable?

Adapted from *A Guide to Culturally Sensitive Care*

Handout #39
Acknowledge, Ask, Adapt

Step 1: Acknowledge

How can the caregiver recognize a special need for communication with parents? What could the caregiver say to the parents to communicate an awareness that there is a problem they need to jointly solve?

Step 2: Ask

What questions could the caregiver ask the parents in order to get information that will help her or him understand more precisely the parents' point of view?

Step 3: Adapt

How can the caregiver open up a negotiation with the parents about what to do?

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Lesson 14 Staff Relations

Overview: In this lesson, participants have the opportunity to read about how one child care program created rules that would help staff members be more culturally responsive to one another. Then participants consider what rules for staff they think would be useful and how to discuss these rules with others.

Philosophy: Each caregiver belongs to a culture that reflects her or his origin and experiences. To provide culturally sensitive care for children, a program must create a safe emotional climate in which each staff member feels respected and valued as a cultural being. In such a climate, caregivers can discuss cultural issues and develop strategies for resolving conflicts and building supportive relationships with families, staff members, and children.

Key Concepts:

- In order for caregivers to provide culturally responsive caregiving in group care settings, the relationships among them must also be culturally responsive.

- A safe emotional climate recognizes cultural diversity and gives adults permission to ask questions, to learn from their mistakes, and to learn from each other.

Materials: *Infant/Toddler Caregiving: A Guide to Culturally Sensitive Care.* Have several copies to share with participants.

Transparency/Handout #40, The Goal: A Safe Place For Cultural Diversity
Handout #41, Staff Agreements
Handout #42, Thinking/Doing Activity #7

Overhead projector

Time: 1-2 hours

Preparation: Read pp. 69-72 in *A Guide to Culturally Sensitive Care* about staff relationships in a culturally responsive program. Make copies of the article on pp. 69-72, "How Do We Build Cohesiveness in the Midst of Diversity?" by Maggie Carter.

Make copies of all handouts for each participant, and make the transparency when called for, if desired.

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Procedure:

Use Transparency/ Handout #40.

1. Put Transparency #40, The Goal: A Safe Place For Cultural Diversity, on the overhead projector, or pass out Handout #40 to every participant.

Introduce the topic.

2. Explain to participants that culturally responsive caregiving can occur only in an environment in which staff members feel emotionally safe and free to learn from their mistakes and from each other. This is the topic that you will be exploring today. It applies not only to staff in large programs, but also to family child care providers in their relationships with parents and colleagues. Ask participants to read the statement on the transparency, and ask:

    - What is meant by "safe emotional climate"?
    - Can you think of examples from experience when it was not "safe" to be "different" or have opposing values? What were the consequences?

Participants read Carter's article.

3. Pass out copies of Carter's article to every participant. Ask participants to close their eyes and picture an ideal staff setting that is "emotionally safe" and respectful of differences. Ask them to open their eyes and write down some words to describe this ideal.

4. Give a mini-lecture on building cohesiveness, based on Maggie Carter's article. Emphasize the following:

    - the importance of open communication
    - establishing a process for handling conflicts

    Pass out Handout #41, Staff Agreements, along with Handout #42, Thinking/Doing Activity #7. Ask participants to read the rules and complete Handout #42, referring to their responses in Step #2.

5. Ask participants:

- What barriers might exist to implementing these rules in your program?
- Is additional staff training required?
- Should staff meetings be more frequent?
- Should leadership be more sensitive?

Ask participants from each program to create a list of action steps needed to implement the rules they have chosen. Write responses on the chalkboard or easel paper.

Ask participants to work with a partner and take turns role playing how they might approach their director about beginning to consider one action step. Ask participants to share strategies and discuss feelings in talking about the importance of creating an accepting climate for diversity.

Review progression of past lessons.

6. Review the progression of the past seven lessons in exploring cultural sensitivity. Allow time for sharing insights gained over the past weeks. Remind participants that their cultural sensitivity will benefit the children for whom they care and will be personally enriching as it deepens and grows.

Transparency/Handout #40
The Goal: A Safe Place For Cultural Diversity

"In order for caregivers to do culturally responsive caregiving in group care settings, the relationships among them must also be culturally responsive. A safe emotional 'climate' that recognizes cultural diversity, that gives adults permission to ask questions, to learn from their mistakes, and to learn from each other is essential. Creating this safety is everyone's responsibility – it can only happen if every staff member cooperates in the effort."

– from A Guide to Culturally Sensitive Care (p. 69)

Handout #41
Staff Agreements

1. We will each have an attitude of flexibility and cooperation in our work here, thinking of the needs of others and the group as a whole, along with our own needs.

2. We will each carry a full share of the work load, which includes some extra hours outside our work schedule (e.g., caregiver-parent conferences, meetings, planning and preparation of activities, recordkeeping, progress reports).

3. We will communicate directly and honestly with each other. We will be respectful and honorable in our interactions.

4. When problems or difficulties related to our work arise, we will address them rather than ignore or avoid them.

5. We will all be informed on significant problems that affect the program. These will be communicated in person as soon as possible and in writing as necessary.

6. We understand that it is appropriate to seek help from the director or other consultant on sensitive or difficult issues.

Handout #42
Thinking/Doing Activity #7

Now that you have read the rules created by one child care program staff, think about what would help you feel more comfortable to learn and use culturally responsive practices. Would you change or add new rules? Write down your list of rules for being culturally responsive to other staff. Consider what would help you feel free to:

- Acknowledge what you don't know or a mistake you made
- Ask parents and other staff for the information you need to better understand a child or family
- Adapt or change your behavior to better fit the needs of a child and her or his family

Compare your list with other staff members' lists.
Agree on a common list for your program.

Adapted from *A Guide to Culturally Sensitive Care*

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Additional Resources

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Suggested Reading on Cultural Sensitivity

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Wardle, F. "Are You Sensitive to Interracial Children's Special Identity Needs?" *Young Children* 42(2) (1987): 53-59.

Suggested Reading on Cultural Sensitivity

York, S. *Developing Roots and Wings: A Trainer's Guide to Affirming Culture in Early Childhood Programs.* St. Paul, MN: Redleaf Press, 1992.

York, S. *Roots and Wings: Affirming Culture in Early Childhood Programs.* St. Paul, MN: Redleaf Press, 1991. ED 305135

A Guide to Finding Video Segments

Video Outline
for
Essential Connections: Ten Keys to Culturally Sensitive Child Care

This 36-minute video examines how to provide culturally consistent care for children. It is through culture that children gain a sense of who they are, a feeling of belonging, and their first lessons in acceptable ways of doing things. For infants and toddlers to prosper in child care, there must be a strong connection between the program and the children's home culture.

Video Marker/Content		*A Guide to Culturally Sensitive Care*	*See Also: Video/Guide*
0:00	Culture is the fundamental building block of identity.	pp. 2-9	
0:46	What happens to cultural identity when children enter child care?		
1:24	Titles.		
1:47	Culture is written in the past, in family history.		*A Guide to Creating Partnerships with Parents*, pp. 45-55
2:41	Early child care that considers culture helps children develop a sense of who they are...introduction to the ten keys.		
3:22	KEY ONE: Provide cultural consistency.		*A Guide to Language Development and Communication*, Sections 4 and 5
3:38	Yolanda Torres: Don't shame the child.		
4:07	Cultural consistency in child care.		
4:27	Carol Brunson Phillips: It's not teaching culture to the child, but teaching in a culturally consistent way.	pp. 12-19	

Video Marker/Content		***A Guide to Culturally Sensitive Care***	***See Also: Video/Guide***
5:13	KEY TWO: Work toward culturally representative staffing.	pp. 69-72	
5:43	Lily Wong Fillmore: Putting a child in your care is an act of trust.		*A Guide to Creating Partnerships with Parents*, pp. 4-21
6:34	Caregiving staff must be representative at all levels.		
6:56	Louise Derman-Sparks: Issues about cultural representativeness.		
7:42	KEY THREE: Create small groups.		*Together in Care*, Small Groups
8:15	Yolanda Torres: Small groups are easier for everyone.		
8:31	KEY FOUR: Use the home language.	pp. 20-23	*A Guide to Language Development and Communication*, pp. 41-65
9:15	Louise Derman-Sparks: The impact of English-only programs on children.		
9:37	Ya Ting meets her caregiver: Caregiver must be able to communicate with parents.		*A Guide to Creating Partnerships with Parents*, pp. 24-42
10:17	Translate information for parents and have an interpreter.		
10:37	KEY FIVE: Make environments relevant.	pp. 64-68	
10:55	Carol Brunson Phillips: Interactions are more important than cultural artifacts.		
11:31	Model programs help children feel at home by providing culturally relevant environments.		*A Guide to Creating Partnerships with Parents*, pp. 45-52

Video Marker/Content	*A Guide to Culturally Sensitive Care*	*See Also: Video/Guide*
12:00 Louise Derman-Sparks: Everything in the child care setting reflects culture.		
12:24 Review of culturally sensitive program polices in child care.		
13:13 KEY SIX: Uncover your cultural beliefs.		
13:31 Lily Wong Fillmore: Everything is cultural.		
13:47 The challenge is to understand how what we do reflects our culture.		
14:06 Carol Brunson Phillips: The caregiver has to understand culture, both conceptually and how it influences her or him personally.		
14:28 Caregivers role play common cultural conflicts.		
14:42 Serena and Quita discuss protectiveness vs. independence.		
15:19 Explore your own background.		*A Guide to Partnership with Parents*, pp. 32-42
15:30 Cultural differences in feeding routines.	pp. 12-19	*A Guide to Routines*, pp. 16, 37
16:09 Toileting: understanding your values.		
16:35 Lily Wong Fillmore: Do what is natural, but be aware of how your behavior affects children.		
17:01 Daily acts of culture.		
17:10 KEY SEVEN: Be open to the perspectives of others.		

Video Marker/Content	*A Guide to Culturally Sensitive Care*	*See Also: Video/Guide*
17:28 Louise Derman-Sparks: Recognize it may be cultural differences when parents or children behave in ways that make you uncomfortable.		
17:56 Caregivers and parents may disagree on messy play because of differing cultural perspectives.		
18:07 Louise Derman-Sparks: Behavior may be different, not wrong.		
18:41 What's natural for one is not for another; don't jump to conclusions.		
19:24 KEY EIGHT: Seek out cultural and family information.		*Getting in Tune*, segment on knowing families
19:55 Read about the cultural groups you're serving.		
20:02 Carol Brunson Phillips: Get some good literature and test what you learn.		See "Suggested Reading on Cultural Sensitivity," in this document
20:58 Visit the community and children's homes, if families are open to it.		
21:13 Yolanda Torres: Home visits are valuable.		
21:41 Collecting information is an ongoing process.		
22:18 KEY NINE: Clarify values when things don't go smoothly.	pp. 40-55	
22:35 Lily Wong Fillmore: Caregivers and parents should be clear about what is expected on both sides.		
23:12 The heart of clarifying values is arriving at what's best for the child.		

Video Marker/Content	A Guide to Culturally Sensitive Care	See Also: Video/Guide
23:30 Discussion between black caregiver and relative of Chinese child.		
24:32 Louise Derman-Sparks: Caregivers must believe the parent has valuable knowledge to share.		*A Guide to Language Development and Communication*, pp. 41-65
25:05 Further discussion between black caregiver and Chinese relative.		
25:16 Parent must know you're committed to the process.		
25:29 Carol Brunson Phillips: You must overcome your fear of making mistakes.		
26:15 KEY TEN: Negotiate cultural conflicts. Discussion between white caregiver and Spanish-speaking parent about the term "Gordito."		*A Guide to Creating Partnerships with Parents*, pp. 45-53
27:46 Carol Brunson Phillips: Everything can be discussed.		
28:04 Negotiation is essential, but not easy.		
28:14 Louise Derman-Sparks: You can't just pretend to be interested in the parent's point of view.		
28:43 Dramatization: When a caregiver says one thing and means another.		
30:29 Louise Derman-Sparks: You need to balance what you know and what the parent knows.		
30:43 Black caregiver and Chinese relative negotiate. Negotiation is a balance; it's important to form a partnership.		
31:14 Review the second five recommendations.		

Video Marker/Content		*A Guide to Culturally Sensitive Care*	*See Also: Video/Guide*
31:47	Through culturally sensitive care, the child gains a firm foundation and is encouraged in the development of a positive sense of identity and belonging.		
32:05	Beginning of credits.		
32:10	Louise Derman-Sparks: Culturally sensitive care gives children a sense of being powerful.		
32:26	Credits.		
32:56	Carol Brunson Phillips: Many white middle-class Americans think they are without culture, that culture is something only African-Americans or Asian-Americans have.		
33:27	Credits.		
33:44	Lily Wong Fillmore: The ideal situation is when the child is cared for by someone who speaks the language the child hears at home and has the same cultural background.		
34:20	Credits.		
34:43	Yolanda Torres: We're all in this together.		
35:01	Credits and ordering information.		

The Program for Infant/Toddler Caregivers: Module Training Institutes

Module training institutes are offered to program managers and other professionals responsible for training caregivers in California once a year. Module I: Social-Emotional Growth and Socialization and Module II: Group Care are presented together in July of each year. Module III: Learning and Development and Module IV: Culture, Family, and Providers are offered in either February or in May. Double trainings are one week long. Additional trainings in California or elsewhere may be offered by special arrangement.

These institutes help trainers deepen their own understanding of each module's content and acquire skills in the integrated presentation of video and guide information. Such issues as whether to show only parts of a particular video, how to address controversies stirred up by a video, how to treat a topic in greater depth by referring to sections of that module's caregiver guides, the use of supportive media and written materials, and suggested learning activities are discussed. Those who complete training in a module are awarded a certificate from the California Department of Education and Far West Laboratory that identifies them as qualified trainers in the specific module in which they receive training. For more information about module training institutes, contact:

Terry De Martini
Training & Technical Assistance Coordinator
Far West Laboratory for Educational Research and Development
Center for Child & Family Studies
180 Harbor Drive, Suite 112
Sausalito, California 94965

Purchasing Program Materials

All of the completed Program materials, including the four trainer's manuals, may be purchased from the California Department of Education, Bureau of Publications. Costs of materials are found on the order form on the next two pages. The videos: *Early Messages: Communicating With Infants and Toddlers*, and *Protective Urges: Working with the Feelings of Parents and Caregivers* (working titles) are currently under development. When completed, these videos will also be available for purchase through the California Department of Education.

The Program for infant toddler caregivers

ORDER FORM

Order Form revised Spring 1994

All items may be purchased separately and/or as part of a module at the special package price.

Title	*Item number*	*Quantity*	*Price*	*Total*
Module I: Social-Emotional Growth and Socialization				
First Moves - English video	0751		$65.00	
First Moves - Spanish video	0771		65.00	
First Moves - Chinese video	0772		65.00	
First Moves - 50 video magazines	9960		17.50	
Flexible, Fearful, or Feisty - English video	0839		65.00	
Flexible, Fearful, or Feisty - Spanish video	0872		65.00	
Flexible, Fearful, or Feisty - Chinese video	0871		65.00	
Flexible, Fearful, or Feisty - 50 video magazines	9956		17.50	
Getting in Tune - English video	0809		65.00	
Getting in Tune - Spanish video	0811		65.00	
Getting in Tune - Chinese video	0810		65.00	
Getting in Tune - 50 video magazines	9957		17.50	
Infant/Toddler Caregiving: A Guide to Social–Emotional Growth and Socialization	0876		12.50	
Module I Trainer's Manual	1084		20.00	
Module I: Social–Emotional Growth and Socialization (The package price includes 3 videos, 3 accompanying video magazines, 1 curriculum guide, and 1 trainer's manual.)			**Special price**	
English videos	9928		**199.00**	
Spanish videos	9929		**199.00**	
Chinese videos	9930		**199.00**	
Module II: Group Care				
It's Not Just Routine - English video	0869		65.00	
It's Not Just Routine - Spanish video	0881		65.00	
It's Not Just Routine - Chinese video	0882		65.00	
It's Not Just Routine - 50 video magazines	9955		17.50	
Respectfully Yours - English video	0753		65.00	
Respectfully Yours - Spanish video	0773		65.00	
Respectfully Yours - Chinese video	0774		65.00	
Respectfully Yours - 50 video magazines	9958		17.50	
Space to Grow - English video	0752		65.00	
Space to Grow - Spanish video	0775		65.00	
Space to Grow - Chinese video	0776		65.00	
Space to Grow - 50 video magazines	9959		17.50	
Together in Care - English video	1044		65.00	
Together in Care - Spanish video	0888		65.00	
Together in Care - Chinese video	1051		65.00	
Together in Care - 50 video magazines	9873		17.50	
Infant/Toddler Caregiving: A Guide to Routines	0877		12.50	
Infant/Toddler Caregiving: A Guide to Setting Up Environments	0879		12.50	
Module II Trainer's Manual	1076		20.00	
Module II: Group Care (The package price includes 4 videos, 4 accompanying video magazines, 2 curriculum guides, and 1 trainer's manual.)			**Special price**	
English videos	9931		**269.00**	
Spanish videos	9932		**269.00**	
Chinese videos	9933		**269.00**	

Note: The video magazines and the curriculum guides are in English.

Title	Item number	Quantity	Price	Total
Module III: Learning and Development				
The Ages of Infancy - English video	0883		$65.00	
The Ages of Infancy - Spanish video	0884		65.00	
The Ages of Infancy - Chinese video	0885		65.00	
The Ages of Infancy - 50 video magazines	9954		17.50	
Discoveries of Infancy - English video	1045		65.00	
Discoveries of Infancy - Spanish video	0829		65.00	
Discoveries of Infancy - Chinese video	0784		65.00	
Discoveries of Infancy - 50 video magazines	9874		17.50	
Early Messages - English video (Available December 1995)				
Early Messages - Spanish video (Available December 1995)				
Early Messages - Chinese video (Available December 1995)				
Early Messages - 50 video magazines				
Infant/Toddler Caregiving: A Guide to Cognitive Development and Learning	1055		12.50	
Infant/Toddler Caregiving: A Guide to Language Development and Communication	0880		12.50	
Module III Trainer's Manual	1108		20.00	
Module III: Learning and Development (The package price includes 2 videos, 2 accompanying video magazines, 2 curriculum guides, and 1 trainer's manual.)			**Special price**	
English videos	9860		**159.00**	
Spanish videos	9861		**159.00**	
Chinese videos	9862		**159.00**	
Module IV: Culture, Family, and Providers				
Essential Connections - English video	1056		65.00	
Essential Connections - Spanish video	1058		65.00	
Essential Connections - Chinese video	1059		65.00	
Essential Connections - 50 video magazines	9869		17.50	
Parent-Provider Relationships - English video (Available June 1995)				
Parent-Provider Relationships - Spanish video (Available June 1995)				
Parent-Provider Relationships - Chinese video (Available June 1995)				
Parent-Provider Relationships - 50 video magazines				
Infant/Toddler Caregiving: A Guide to Creating Partnerships with Parents	0878		12.50	
Infant/Toddler Caregiving: A Guide to Culturally Sensitive Care	1057		12.50	
Module IV Trainer's Manual	1109		20.00	
Publications to Be Purchased Separately				
Infant/Toddler Caregiving: An Annotated Guide to Media Training Materials	0750		9.50	
Visions for Infant/Toddler Caregiving: Guidelines for Professional Caregiving	0758		6.50	

Total	$
California residents add sales tax	$
Total amount	$

Orders should be directed to: California Department of Education
Bureau of Publications, Sales Unit
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